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### The internationalisation of higher education institutions

#### A case study of a British university

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# **The internationalisation of higher education institutions: A case study of a British university**

**Joanna Al-Youssef**

A thesis submitted for the degree of Doctor of Education

University of Bath

Department of Education

March 2009

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(Joanna Al-Youssef)

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“This ongoing journey requires faith in the power of a single lamp to hold the darkness at bay. It demands confidence in the power of humble actions to act as an inspiration, or a magnet, and draw in greater energies. There is also a need for a certain agility and strategic planning that puts these positive energies a few steps ahead of the negative trends. And, above all, we need a constant awareness that the 'other' is not really different from the 'self'”. --*Rajni Bakshi*

## **Abstract**

This thesis presents a case study of the understandings of internationalisation of higher education at a UK university. The study elicited views from individuals in diverse management positions at the university, particularly in relation to the university's internationalisation strategy document. Prior research in the field of internationalisation of higher education has largely focused on international students' experiences or patterns of their mobility. As far as policy is concerned, there has been an emphasis on the commercial and diplomatic values of the 'education export industry'. Internationalisation has also been seen in terms of 'international activities', the 'international market' and the expanding mass access to higher education.

The research reported herein is particularly important in the sense that it provides insight into how the term internationalisation is understood from diverse positions within the university management and how these interpretations influence approaches to the implementation of the university's internationalisation strategy. As a qualitative study, using in-depth interviews as the key data collection approach, the research is unusual in its challenging of interpretations of internationalisation that have previously been largely researched through surveys and questionnaires. The research and its findings take the concept of internationalisation away from the practices of the institution and into the accounts of the individuals who manage it.

Findings of the research include the existence of clear differences in views about the meaning and means of implementation of internationalisation, which is widely seen as a goal or end-state rather than as a process. This poses a challenge for the implementation of the centrally-promoted international strategy in the institution concerned.

## Chapter 1: Introduction

The internationalisation of higher education institutions (HEIs) has been a focus of attention in the UK, and this is reflected at a top government level by the Prime Minister's Initiatives (PMI) 1 and 2. PMI1 covered the period 1999-2005 and aimed at increasing the numbers of international students studying in British HEIs. The set targets for this expansion were met and exceeded. PMI2 then followed in 2006 as a new five-year strategy to further develop UK universities' international activities. PMI2 aims at securing "the UK's position as a leader in international education and sustain the managed growth of UK international education, delivered both in the UK and overseas." (NASES<sup>1</sup>, September 2008). It also aims at ensuring the quality of the student experience, building strategic partnerships and alliances, and diversifying and consolidating the number of 'priority countries' in HE internationalisation. The very existence of PMI1 and PMI2 indicate the high level perceptions of the importance of, as well as the need for, internationalising UK HEIs.

The attention to internationalisation in the UK and the discourse around it is largely influenced by the market discourse and global economical forces. Internationalising higher education is, therefore, closely related to and largely driven by the values of profit, reputation and profile (Haigh 2008, Bolsmann and Miller 2008, Toyoshima 2007). HEIs are seen to contribute to these values by increasing their international students' numbers and activities. The growth in the number of international students in the UK and the pressure from the UK government in the forms of PMI1 and PMI2, as seen above, together with the increased competitiveness among HEIs for a higher ranking comes as a result of the impact of changes in the global higher education context. This has forced many UK HEIs to move towards more strategic thinking about internationalisation. Internationalisation has, therefore, become a priority target and an agenda, as well as a tool for system development and planning in the form of international strategy, for many of these HEIs. The institution in which the case study reported in this thesis was conducted reflects this trend in relation to internationalisation becoming a strategic goal in the sense that it is at the stage of developing its international strategy. It is a medium-sized university, with a bias towards science, engineering and management courses and ranking quite highly in the various university league tables that have been published. About 25% of its students may be classified as 'international', with around 70% of these being from outside the

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<sup>1</sup> National Association of Student Employment Services



European Union. It is of a specific type institution; a research-led campus-based university with a wide variety of international activities steered by its central management and also by its relatively autonomous individual departments.

My interest in internationalisation comes from the above attention to it, which surrounded my own experience as an international student myself, and being part of the phenomenon in that sense triggered my curiosity and desire to explore what 'internationalisation' meant. On a more personal as well as professional level, interest in internationalisation comes from my contact with international students in my job as a resident tutor in a university hall of residence, and as a teacher of English for academic purposes to students from different nationalities and backgrounds. As a resident tutor, my duties include the welfare of postgraduate international students, in addition to all aspects of their life at the university. Being in that position, I have been exposed to issues of cross-cultural interactions and communication or conflict. As a teacher, I was aware of academic issues and concerns of international students, their academic ambitions and sometimes frustrations due to language difficulties. This personal and professional experience triggered in me the desire to explore further what internationalisation meant when, in my daily life, I was both part of it, and affected by it.

### ***1.1 Internationalisation in the literature***

One view of Internationalisation in the literature sees it as "the functioning of universities within the contemporary global context" (Bolsmann and Miller, 2008:77), which includes a set of policies and programmes designed to respond to, as well as exploit, globalisation. In addition to being a response to global forces, various other rationales for internationalisation are presented in the literature in many ways. Qiang (2003) describes three rationales: competitive, liberal with a focus on self-development in a changing world, and social transformative. On the other hand, Knight (1995) and de Wit (1995) maintain that the two rationales for internationalisation of HEIs are political/economic and educational/cultural. The complex interaction indicated in the literature between internationalisation and globalisation is thought to result in a conflict between the economic and the educational rationales for universities. On a broader scale, this leads to confusion about the meanings of words like 'internationalisation' and 'globalisation', which are sometimes used interchangeably (Sanderson, 2004). The confusion is, however, not only about the terms, but also about the implications this has for the role of HEIs in a globalised world. For example, Stier (2004:87) describes internationalisation as the way to achieve

the “pragmatic, economic goals of higher education”, thus indicating that HEIs do not only have an educational mission.

## ***1.2 Setting the scene***

In addition to a personal interest in internationalisation as indicated above, this study was inspired by a concern with the above confusion noted in the literature regarding what internationalisation is or does. The aim is to explore these issues further within the context of an HEI that is in the process of developing an international strategy. The timing was a valuable opportunity to investigate the participants’ perceptions of the process and of internationalisation while the institution was moving towards strategic thinking about its international activities and internationalisation. In that sense, the study is making a contribution to both knowledge and practice.

The unit of analysis in this interpretive inductive study is a UK HEI, chosen as it is in the process of developing its international strategy, as indicated above. Participants are individuals at various middle and senior management positions across the university’s departments. These are individuals who are directly or indirectly involved in the making of the strategy or in the university’s international activities. The aim of the study is to explore their understandings of internationalisation with reference to the international strategy. In-depth semi-structured interviews were used as a method to achieve that aim. A broader aim of the study is to contribute to the understanding of internationalisation at policy and scholarly level.

## ***1.3 Thesis outline***

This thesis consists of six chapters. Chapter 2 presents the literature review with regards to internationalisation focusing on empirical studies in different contexts and the models of internationalisation that were produced as a result. Chapter 3 describes the methodology and methods used to carry out the research. Chapter 4 presents an analysis and discussion of the data from the international strategy document and other complementary documents. In chapter 5, an analysis and discussion of the interview data is presented. Finally, chapter 6 concludes with a broader discussion and recommendations for further research.

## **Chapter 2: Literature Review**

### **2.1 Introduction**

This chapter presents a review of the key research literature in the area of internationalisation of higher education and discusses some of the more frequently cited models of internationalisation that have emerged from that research. The models discussed in this paper are those of Davies (1992), Rudzki (1995a, 1995b), Knight (1995), van Dijk and Meijer (1997), and Manning (2003), all of which adopt different views of internationalisation. These models are partly prescriptive and partly descriptive. Some of the strengths of these models include providing different views leading to a more comprehensive understanding of internationalisation, and weaknesses include their context-bound nature and so they are not generalisable. There is a need for more research in the area of internationalisation of higher education at a global level and the models described here need to be further tested in practice to explore their applicability in other contexts.

Prior research in the field of internationalisation of higher education has focused mainly on international students' experiences or patterns of their mobility (Marginson, 2004). As far as policy is concerned, there has been an emphasis on the commercial and diplomatic values of the 'education export industry' (Elliott, 1998). Little research has been done on the impact international students have on academic departments and programmes, and on host institutions in industrialised nations in general (Altbach, 1991; Stier, 2002). Some examples of key issues for host countries as far as the internationalisation of HEIs is concerned include the impact that overseas students have on those institutions in relation to the displacement of local students, pressure on curriculum and language competency, among others. Although there has been little research in the area, for many university managers overseas students have become a factor in planning and development (Altbach, 1991; Stier, 2002). More recently, Kehm and Teichler (2007:264) identified seven themes in publications on the internationalisation of higher education. These include student and staff mobility, the internationalisation of learning, teaching and research, internationalisation strategies, knowledge transfer, the mutual influence of higher education systems on each other, cooperation and competition, and national and supranational policies regarding the international dimension of higher education. Some of these themes are referred to later in this chapter.

In the following sections, I present a discussion of the different meanings of internationalisation. I then present examples of empirical research studies into the internationalisation of higher education in the UK, the Netherlands, Canada, and Australia highlighting the internationalisation models emerging from the analysis of findings of those studies.

## ***2.2 Meanings of internationalisation***

A distinction needs to be made between what can be described as ‘international’, and the view of ‘internationalisation’ either as a process or as a goal. As for the former, emphasising the international role of higher education, de Ridder-Symoens (1992), who wrote about the history of the university in Europe, describes the influence of student mobility on students’ learning and cultural awareness and what they take back to their countries of knowledge and sensitivity to foreign cultures and ways of life. On the other hand, there is the more ideologically and politically-oriented view of internationalisation as a process and an end to be institutionalised by HEIs which have increasingly become subject to global as well as national, economic, and political pressures. Although in some ways related, the two views of internationalisation as a process versus a goal provide different perspectives for undertaking research in the field and also for policy making at a higher-institutional level. This is reiterated again throughout this chapter.

It is at this point that I would like to make a distinction between globalisation and internationalisation. Although I do not embark on a discussion of the term ‘globalisation’ or the elements it includes, I believe the two concepts need to be differentiated. Altbach and Knight (2007: 290) define globalisation as “as the economic, political, and societal forces pushing 21st century higher education toward greater international involvement”. The ways HEIs respond to these forces in the form of practices and policies constitute what Altbach and Knight (2007) call internationalisation. However, as will be seen later, internationalisation is multi-layered, multi-faceted, and subject to interpretation in both definition and implementation.

Stier (2002) refers to the ambiguity of the term ‘internationalisation’ and suggests that other terms such as ‘intercultural education’ may be more fruitful when speaking about internationalisation of higher education and that is because ‘intercultural education’ refers to an aspect of learning between cultures rather than nations. This view, however, does not necessarily clarify the ambiguity Stier talks about as we are again faced with questions

about what constitutes culture or what constitutes a nation in the first place. In addition to that, Stier (2002) seems to ignore the distinction between international or intercultural activity and internationalisation as an institutional policy. This is reflected in the definition that Stier presents of internationalisation, which is partly based on etymology. Internationalisation, he suggests, is “a process of exchange and mutual influence, where the actors are presumably ‘nations’”. On the other hand, internationalisation is commonly conceptualised as an *ideology* or *policy* of some sort” (Stier, 2002:2). One question surrounding this definition is that of how ‘nations’ rather than nation’s governments or individuals could be considered as actors when no clear definition of a ‘nation’ is given. The view of internationalisation as an ideological or policy goal is shared by Elliot (1998) who defines internationalisation as a systematic process by which governments encourage HEIs to be more responsive to the challenges of globalisation at the economic and social level. The ambiguity around the term ‘internationalisation’ is also expressed in the findings of a pilot study of a UK institution investigating the changing of its strategy and practice (Middlehurst and Woodfield, 2007). The study reveals that, at that institution, there are two perceived broad aspects of internationalisation: the first sees it in relation to the institution’s international activities at home and abroad, and the second is described as ‘structural’ or ‘cultural’.

More education-specific definitions of internationalisation are outlined by de Wit (1995). Here, the term ‘internationalisation’ is replaced by ‘international education’ and is defined in relation to the curriculum, student, staff and programme exchanges, and also in relation to the ethos and attitude of the institution. The focus on one or more of these aspects of international education is determined by which approach is to be taken to internationalisation. For example, de Wit (1995) identifies four different approaches which emerged from a study of Canadian universities by Knight in 1993. The *activity approach* looks at the academic activity in the HEI, which includes curriculum development, and student and scholar exchanges. The *competency approach* focuses on the individual and skills development such as student or faculty attitudes and knowledge. The *ethos approach* puts more weight on developing a culture in the institution that values an international dimension. And finally, the *process approach* sees international education as a process which combines all aspects of the previous approaches thus making this approach the most comprehensive. Adopting one or more of these approaches provides a rationale for research in the area of internationalisation in higher education.

In the following sections, I present a review of some of the key research that has been carried out on internationalisation in different contexts.

## **2.3 Internationalisation research**

With the increasing influence of the global economy and trade, higher education has also taken a more international direction and policy makers in many HEIs have formulated a strategy for their international activities (Stier, 2002). However, the way in which that strategy is devised is different depending on the context in which an institution operates and on its priorities and understanding of international activities and of internationalisation. The research review that follows describes key research in the field of the internationalisation of higher education. The sections are divided according to the countries in which the research was conducted given the role of the particular contexts as mentioned earlier.

### **2.3.1 Internationalisation research in the UK**

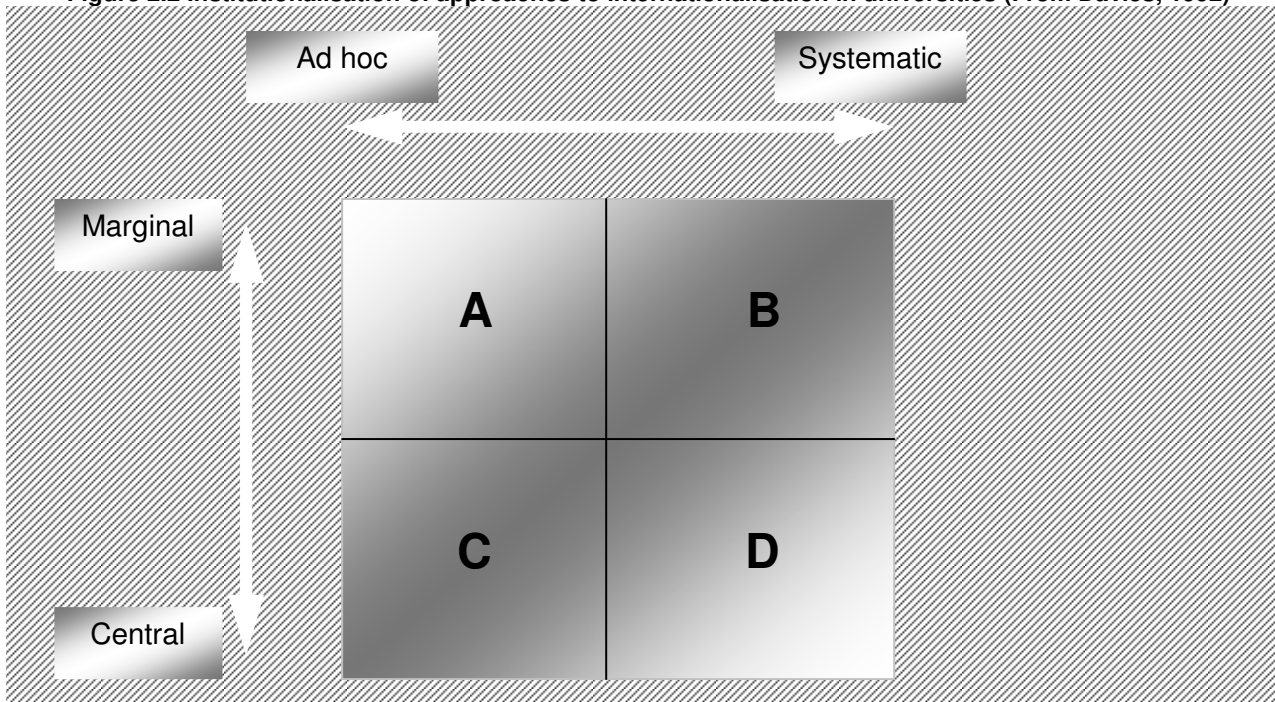
Two models of internationalisation were developed within UK contexts in the 90s, the first by Davies (1992) and the other by Rudzki (1995a, 1995b). Davies' (1992) work is based on Keller (1983) and it aims at examining some of the organisational consequences of internationalisation in universities with special focus on the institutionalisation of international strategy and its formulation and delivery. Davies (1992:177) uses the term 'international effort' in referring to "under- and postgraduate education, research, consultancy, technology transfer and continuing education." Keller's framework of the factors important in the development of international strategies is used (figure 2.1). The factors are divided into two main types, internal and external. Internal factors are the institution's self image and mission statement; assessment of strengths and weaknesses of programmes, personnel and finance; and the structure of organisational leadership. External factors are external perceptions of image and identity; evaluation of trends and opportunities; and assessment of competitive situations.

**Figure 2.1 Elements in the development of international strategy in universities (From Keller, 1983)**



Davies (1992) claims that the factors may be used as a checklist by universities when adopting an internationalisation strategy. Drawing on these factors, there are considerable risks in the formulation of a coherent internationalisation strategy and so it is vital for an HEI to be aware of its position in relation to what approach to internationalisation it chooses to take. The route to the implementation of an internationalisation strategy depends on its importance to the institution (central vs. marginal) and the style of introducing it (ad hoc vs. systematic), as figure 2.2 below shows.

Figure 2.2 Institutionalisation of approaches to internationalisation in universities (From Davies, 1992)



According to figure 2.2, the institution could be located in one of four areas as far as internationalisation strategy and its implementation are concerned. For example, for institutions in area A, the internationalisation strategy is marginal and its implementation is ad hoc. Whereas for those in area D, the strategy is central and its implementation is systematic.

Davies' model is highly prescriptive and in my view it ignores the dynamic nature of the relationship between the factors mentioned by Keller (1983). For example, the model does not seem to illustrate whether or how changes in the international marketplace might influence the assessment of programmes or finance at a given institution. Davies argues for his model from his epistemological perspective in which the process of implementing an international strategy in a HEI is linear and the factors influencing it do not interact.

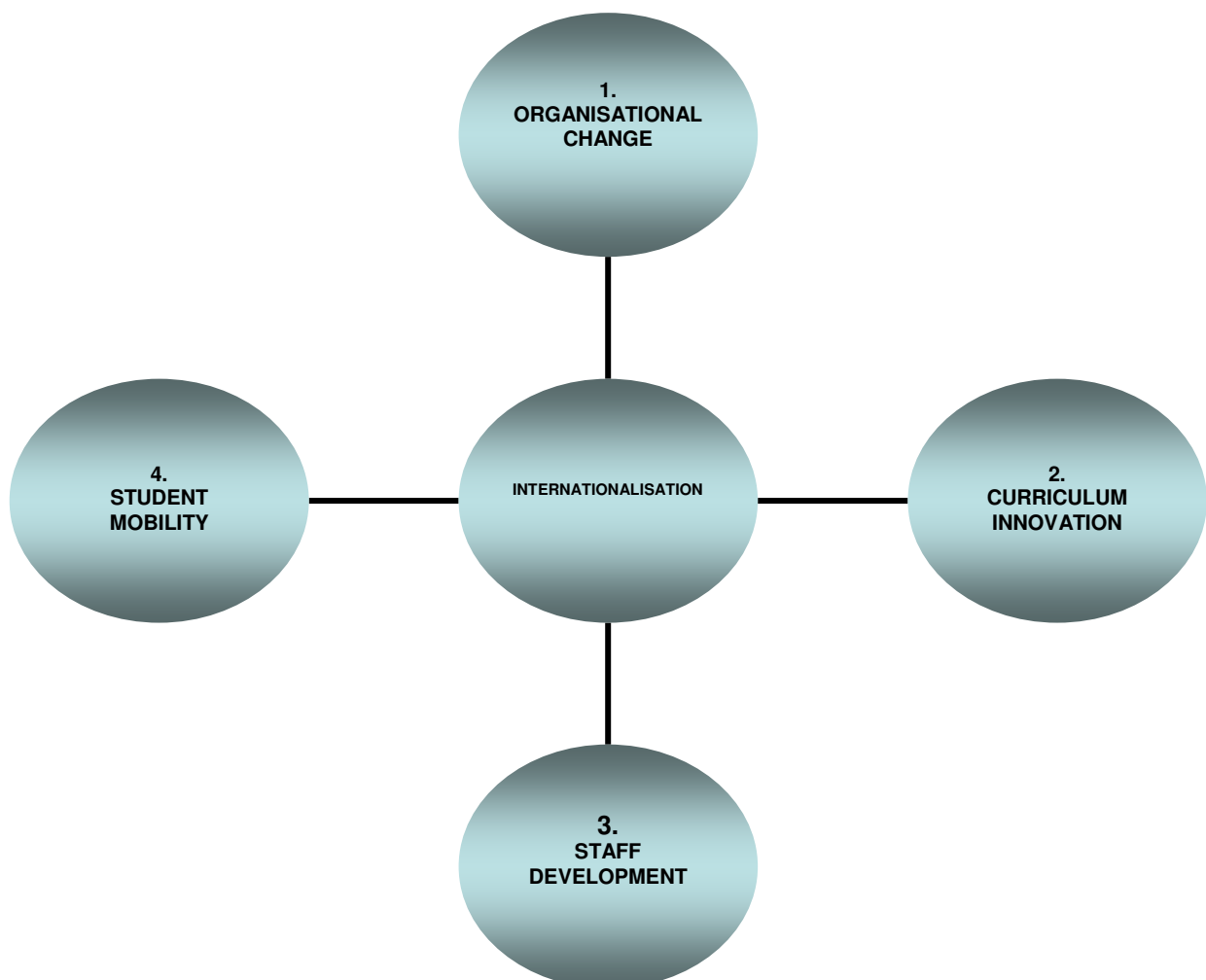
Davies' model comes from an understanding of internationalisation as a policy target for HEIs rather than a process. This, I believe, is what makes the model more prescriptive and also less practical. Davies' model does not take into account that the external and internal factors may change and interact, nor does he use real-life scenarios to illustrate how the model can be used in practice. Davies (1992) proposes, however, that this model is not for universities to use exclusively as a checklist, and other researchers such as van Dijk and



Meijer (1997) have expanded his strongly prescriptive views, as will be seen later in this chapter.

Rudzki (1995a), on the other hand, defines internationalisation in terms of the relationship between the elements of a process. Internationalisation, in this sense, is “a defining feature of all universities, encompassing organisational change, curriculum innovation, staff development and student mobility, for the purpose of achieving excellence in teaching and research” (Rudzki, 1995a:421). This definition outlines what Rudzki believes as the four main dimensions of internationalisation (summarised in figure 2.3 below); organisational change, curriculum innovation, staff development and student mobility. The four dimensions are presented in order of permanence, with the organisation as the most permanent, and the ever-changing students as the least. Rudzki’s definition clearly takes a strategic management view, but he argues that other models may well make their contributions to the understanding of internationalisation.

**Figure 2.3 The four dimensions of internationalisation according to Rudzki (1995a)**



Rudzki's (1995b) model derives from a survey, carried out in 1993 in the UK, which aimed at providing a description of international strategy in higher education in UK business schools, drawing on analytical methods from strategy management literature. 79 of the 96 institutions participating in the survey responded. The research led to the development of a model of internationalisation of higher education. The survey also aimed at examining whether strategic policies for internationalisation existed; what types of international activities there were in the institutions; what factors were critical to a successful international strategy; the available staff resources, obstacles to the process and future trends. A sub-aim was to arrive at a definition of internationalisation by examining the activities within the HEIs participating in the survey. The survey did not include explicit questions about how internationalisation was understood and defined. In addition, no information was provided regarding to whom the questionnaire was addressed in the participating institutions. It is also worth mentioning here that the fact that the survey was carried out in business schools only, rather than in universities as a whole, means that certain aspects of institutional management and organisation located outside the schools were excluded.

The first area surveyed in Rudzki's study was that of the existence of policies and strategies for internationalisation. The results showed that the majority of institutions did have a policy or strategy for internationalisation but in most cases this was not yet operationalised. The questions in the area of identifying international activities in the different institutions revealed that student exchange was top of the list of activities followed by the recruitment of overseas students and staff exchange. As for the factors critical to success, results indicated that favourable staff attitude scored high in the degree of importance followed by having the active support of senior management, whereas remission from teaching was considered to be the least important. As for staff resources, over half of the institutions participating claimed they had members of staff responsible for international issues and the majority of the institutions identified those members as the Director, Assistant or Associate Dean and Head of Department. Concerning the obstacles to internationalisation, lack of funding seemed to be the most important matter for the majority of institutions followed by lack of time and need to prioritise, and the inadequate language ability of students. And finally, in answer to a question about future trends which asked what the institutions envisaged as the most important development in internationalisation in the next decade, joint and dual qualification followed by greater emphasis on non-European countries were the most commonly predicted.

The survey and the results give the general picture of the situation in UK business schools as far as internationalisation is concerned. From there, Rudzki (1995b) describes two modes of internationalisation at an institutional level. The first one is the reactive mode; the other is the proactive mode, with five stages in each. The reactive mode starts by academic staff engaging in contacts in other institutions in other countries. A link is then established and formalised through agreements made at an institutional level. Management then seeks control of the growing activity through central control. A possible conflict between management and staff in the organisation may then follow, leading to the abandonment of good will on the part of academic staff and possible regression of the activity. Finally, a shift towards a more proactive mode is possible.

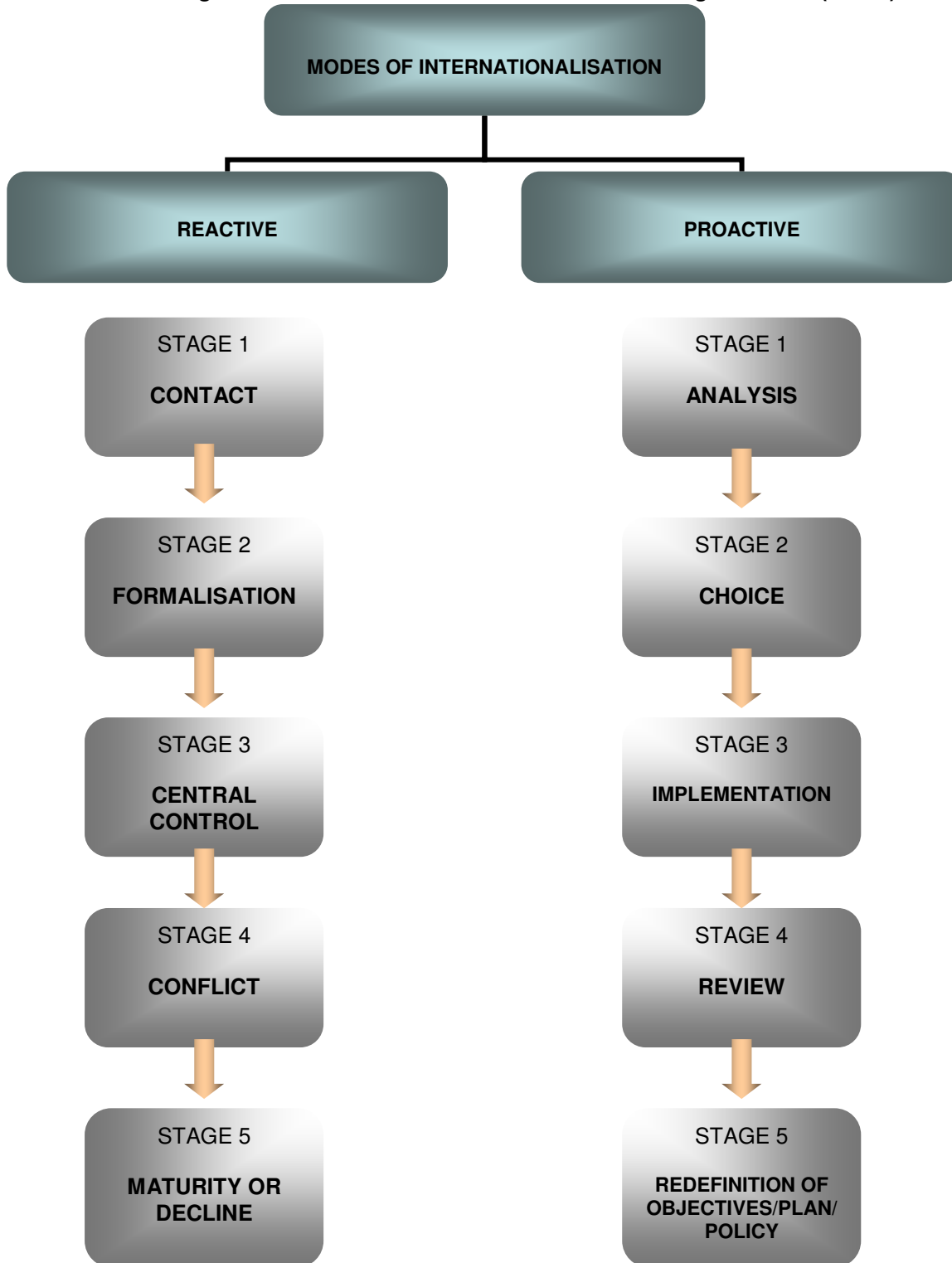
The proactive mode, on the other hand, which may be preceded by a reactive mode, begins with exploring the understanding of the term 'internationalisation' in the HEI and analysing the need to internationalise and the reasons behind it. A normative approach could be taken here using tools such as SWOT analysis. The choice of a strategy and policy plan follows and that includes allocating resources as well as networking with other organisations. The next stage is the implementation of the strategy, followed by measuring performance against the policy. The final stage is a re-evaluation of the policy and strategy and can be seen as a return to the first stage in an attempt to continually enrich the process.

Although not stated by Rudzki (1995b) as such, the descriptive nature of his study adds to Davies' (1992) prescriptive model by reflecting the realities of HEIs in the UK, thus enabling the institutions to understand their own strategic planning and so be able to improve it. As Rudzki (1995a:439) puts it,

[The] application of strategic management techniques to the question of the internationalization of higher education provides a theoretical framework which can be informed by data collected in the field. Such an approach presents staff with a method for analysing their own institution, together with an awareness of the options available, as well as a structure for making informed choices.

The new model devised by Rudzki (1995b) as a result of the survey can therefore be summarised in figure 2.4 below.

Figure 2.4 Modes of internationalisation according to Rudzki (1995b)



Whether or not an institution can be located in any particular stage of the reactive or the proactive mode is not discussed in detail in Rudzki's (1995b) study, but a possible move from reactive to proactive is indicated.

In practice, Rudzki's model can be used by HEIs as an indicator of where an institution is in relation to internationalisation strategy and international activity. However, the model does not discuss the mechanisms by which one stage may (or presumably, may not) lead to the next. We might expect this to be influenced by various internal and external factors which will be context-specific. The model adopts a process view of internationalisation in the sense that it describes stages towards developing a strategy, but it shows a linear and isolated process that does not seem to have the flexibility needed to adapt to a changing world, outside or inside the institution.

### **2.3.2 Internationalisation research in the Netherlands**

An example of research into the internationalisation of higher education in the Netherlands is the study carried out in 1993 by van Dijk and Meijer (1997). They developed a theoretical model based on the results of a questionnaire sent out to 13 universities and 38 '*hogescholen*' which are Dutch institutions of higher professional education that can be compared to British polytechnics. The main focus of the research project is on the ways in which internationalisation is organised in HEIs and on the analysis of internal processes related to internationalisation such as decision making and the implementation of internationalisation, as well as exploring the relationship between the process and the results of internationalisation. In other words, the research focuses on how international activities are organised, their most important results, and the relationship between the design and the results.

The theoretical model developed by van Dijk and Meijer (1997) can be seen as an extension of Davies' model (1992). In addition to the two parameters suggested by Davies that can be used to categorise the differences in university policy on international activities, namely importance of international aims (central vs. marginal) and the organisational design of international activities (systematic vs. ad hoc), van Dijk and Meijer (1997) added one further dimension related to support (interactive vs. one-sided) thus creating a cube with eight cells (see figure 2.5a from van Dijk and Meijer, 1997, and figure 2.5b, my visualisation of the cube below). The three new dimensions of internationalisation policy are associated with policy, support and implementation. As far as policy is concerned, international activities can be considered to be a priority or marginal. In terms of support, the institution can provide collaborative interactive support to international activities from all its departments or one-sided support from a single department. As for the method of implementation, it can be structural (or systematic, as in Davies (1992)) or ad hoc. Van

Dijk and Meijer (1997) argue that if an institution's internationalisation policy is a priority, systematically implemented, and with interactive support, this is an indication that the institution is aiming to be highly internationalised.

Figure 2.5a The internationalisation cube (from van Dijk and Meijer, 1997)

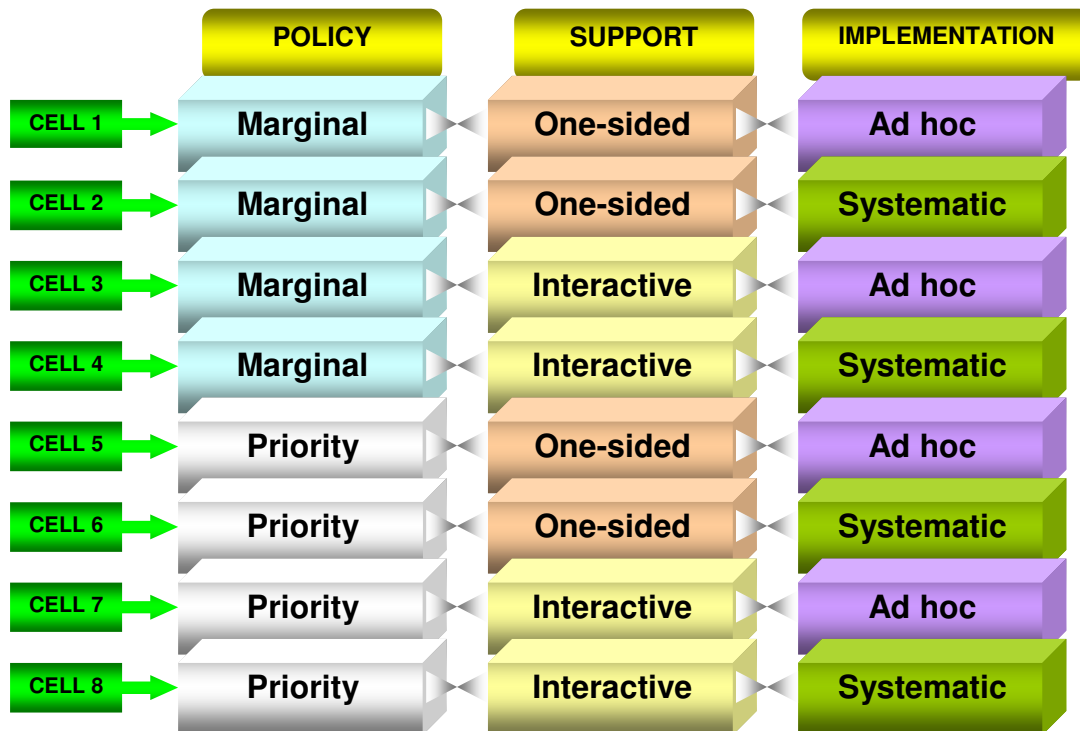
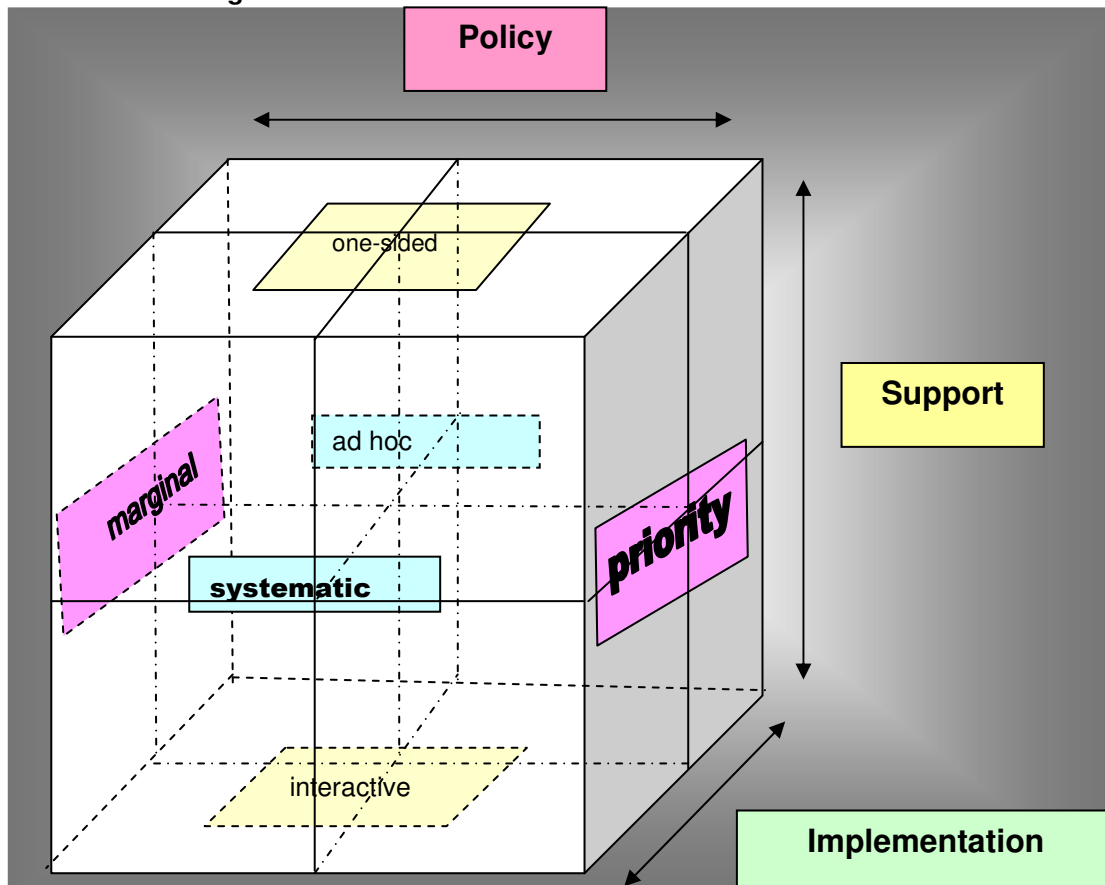


Figure 2.5b Visualisation of the internationalisation cube



Van Dijk and Meijer (1997) suggest that institutions can locate themselves in one of the cells (figure 2.5a) and this will determine the level of engagement in international activity. Cell 1 is lowest and indicates little international activity. Institutions in this cell give internationalisation policy little or no attention, there is no collaborative cross-institutional support, and implementation is not structural. Institutions that are located in this cell may have fragmented international activities or are starting to engage in a process of internationalisation. They may have some international contacts but the links are not formalised at the level of the organisation. On the other hand, cell 8 is the highest in this cube model, which denotes that a high degree of importance is attached to internationalisation policy and strategy planning and that there is broad support from all departments of the institution. Institutions in cell 8 have an explicit policy and with the extensive support from management centrally and in the departments, a high quality implementation might be expected to be assured. Cell 8, according to van Dijk and Meijer (1997), is the ideal place for an institution aspiring to be highly internationalised. However, some institutions may choose to have a less explicit policy and limited support and implementation, for example, for financial reasons.

The use of this model for situating institutions in any of the cells is justified by the authors on the ground that it is only an instrument for the analysis of where HEIs are located with respect to internationalisation and what direction they can take if they choose to move between the cells. The model provides a framework for the understanding of the process of internationalisation in the sense that it describes stages of development towards a highly institutionalised international policy, but the move between these stages is an institutional choice and does not necessarily proceed in any one direction.

The model of the internationalisation cube could be useful in understanding how different institutions can move in their internationalisation strategy planning and policy. As van Dijk and Meijer (1997) explain, 'slow-starting' institutions may choose to move from cell 1 to cell 2 then cell 7 and finally arrive at cell 8. On the other hand, HEIs that can be described as 'Organised leaders' and who are committed to having a strong international strategy may choose the route from cell 1 to cell 5 then cell 6, ending up in cell 8. Then again, the route from cell 1 to cell 5 then cell 7 and finally cell 8 is the one taken by entrepreneurial institutions that are fast to respond to changes outside themselves. These routes provide possible options for a course that any one HEI may choose to take.

In relation to the locations of Dutch HEIs on the cube, van Dijk and Meijer's research shows that in the field of higher education, institutions scored an average score with policy just above mid-scale, implementation just below mid-scale, and support evidently above mid-scale, in the case of the model this would be cell 4. The researchers conclude that there is a clear correlation between policy and support but no relationship is found between support and implementation on the one hand, and between implementation and policy on the other. In other words, the more attention there is to internationalisation policy and strategy, the more support there tends to be at various levels across the institutions. Collaboration and support, however, do not seem to be associated with successful implementation. Similarly, an explicit internationalisation policy is not in any relationship with the level of implementation. Van Dijk and Meijer (1997) maintain that no necessary relationship between policy and implementation is in the first place expected since an effective implementation can be achieved regardless of whether internationalisation policy is a priority for the HEI or not. The lack of relationship between support and implementation on the one hand, and between policy and implementation on the other has important implications as far as Van Dijk and Meijer's (1997) research is concerned; it suggests an 'implementation' gap and raises questions regarding how implementation may be measured in the first place.

The explorative study by Van Dijk and Meijer (1997) adds new insight into international activities operations within HEIs. However, the elements that they explore, especially implementation, are not easy to measure. Moreover, it is not clear what international activities are taken to include. It seems that their research only focuses on student and staff mobility and so to say that an institution is highly internationalised from that point of view alone does not seem to be an adequate or comprehensive interpretation of internationalisation.

### **2.3.3 Internationalisation research in Canada**

The survey in the Netherlands by van Dijk and Meijer coincided with one across the Atlantic in the same year. Knight (1995) carried out a research project in 1993 in Canadian universities focusing on the rationale, priority and meanings of internationalisation in those universities, the organisational factors affecting the integration of an international dimension into HEIs, and the changes that have taken place over time in selecting international initiatives and efforts. A questionnaire covering these themes was sent out to the presidents of 89 HEIs, of whom 58 (65%) responded. The questionnaire was



completed by presidents in 33% of the participating institutions, by vice-presidents in 14%, by 'international liaison officers' in 38% and by deans or registrars in 15%.

Concerning the motivations and rationales for internationalisation, most institutions participating in the study (95%) thought preparing graduates and scholars with international knowledge was the most important, followed by the need to address the interdependent nature of the world, whereas, at the other end of the scale, only 3% of institutions thought that an internationalisation strategy would contribute to national security (Knight, 1995). It is interesting and to some extent unexpected to note that maintaining economic competitiveness was a reason in only 25% of the institutions included in this research. Internationalisation was ranked as a medium to high priority goal by the majority of the HEIs, which shows a strong interest in internationalisation as an institutional goal. This interest seems to have increased through an increase in the awareness of the importance of integrating an international dimension into the institutions' activities, the creation of new administrative structures and new programmes, the allocation of more resources, and developments in policy and strategic planning. As for the integration of an international strategy into the institutions' structure, the majority of participants have a clear mission statement but the integration is not achieved in most cases at the faculty and college levels, according to the study. Types and levels of international activity in the different institutions vary, but overall the recruitment of international students and student exchange programmes are top of the list of activities, whereas extracurricular activities and cross-cultural training are towards the bottom of the list. The research shows that primary and secondary organisational factors influence internationalisation in the participating institutions. Primary factors include internal and external support, staff and faculty interest, the experience of personnel and the availability of funds. Secondary factors include communication channels and fundraising. Other 'controversial' factors include decentralisation of the approach to international activity and of the university's structure.

The findings of Knight's study of Canadian universities and the analysis of the data collected reveal four main approaches to internationalisation (Knight, 1995; de Wit, 1995): activity, process, competency and organisational culture. The *activity approach* seems to be the most widely used when referring to internationalisation (de Wit, 1995). It refers particularly to academic activities such as those related to curriculum development and innovation. The *process approach* sees internationalisation as a process of integrating an

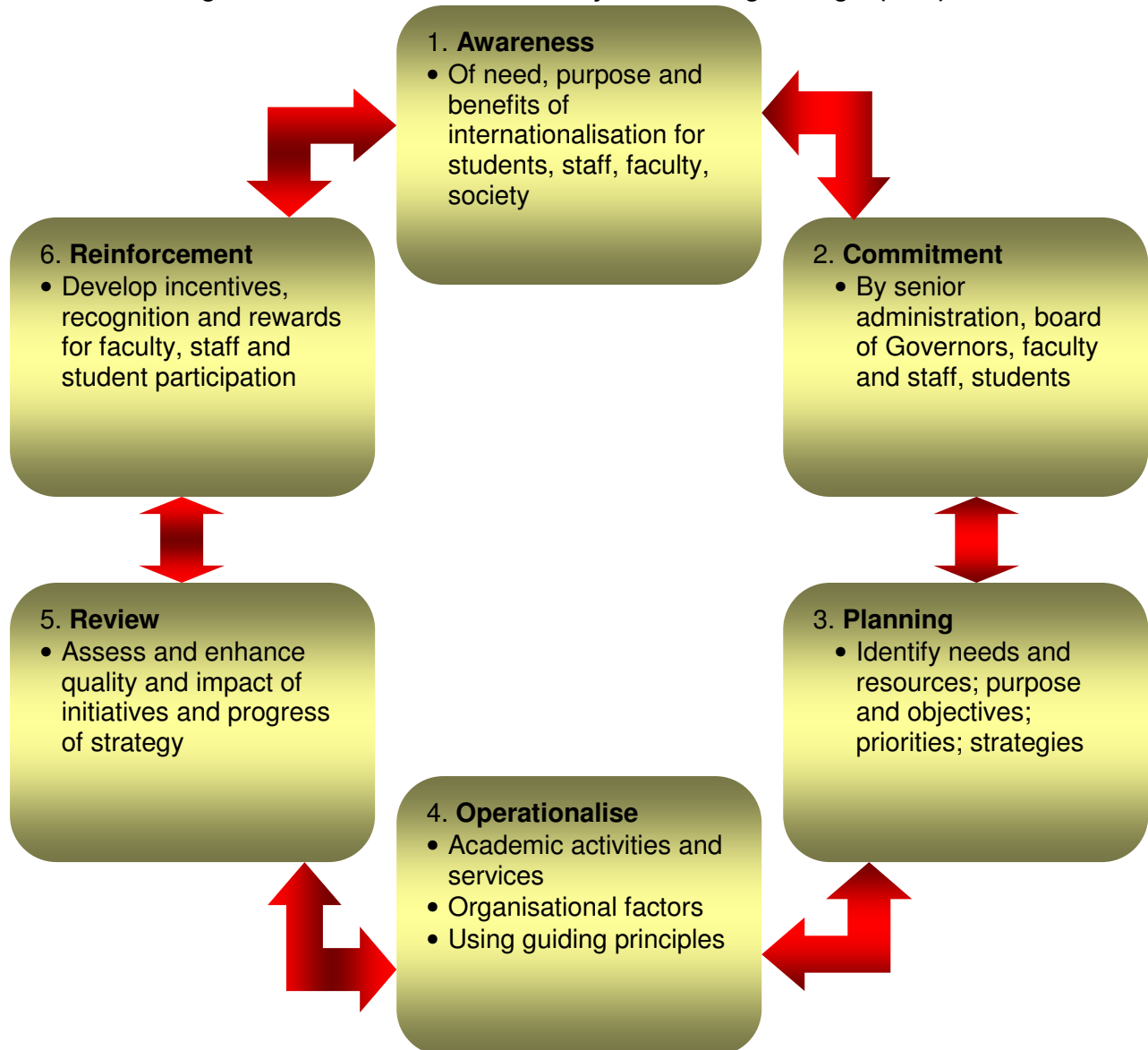
international dimension into the institution's activities, and activities here refer to all types of activities, not only academic. The process approach includes an element of change, illustrated by one quote from one respondent (Knight, 1995:27): "internationalisation means 'changes both in the content of our teaching and learning resources as well as the human environment in which the learning takes place.'" The *competency approach* arises from an understanding of internationalisation in terms of skill and knowledge development. This approach looks at internationalisation as a way to create and cultivate a sense of openness to the world. And finally, there is the *organisational cultural* approach which sees internationalisation as the development of international culture, values and understanding in the HEI.

The findings of Knight's study also allow for an understanding of what the term 'internationalisation' means to the different participating institutions. Knight (1995) describes the importance of having one clear and focused definition of internationalisation that can be used to differentiate the term from other terms related to it. Drawing on the findings of her study, Knight (1995:28) then proposes the following definition of internationalisation:

Internationalization of higher education is the process of integrating an international dimension into the teaching/learning, research and service functions of a university. An international dimension means a perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of an institution of higher learning

Such a definition can be seen as encompassing all four approaches to internationalisation, but the process approach is clearly dominating. Moreover, Knight (1995) sees the process of internationalisation as cyclical, and so creates a model of an internationalisation cycle that includes six steps (figure 2.6). According to Knight (1995), HEIs can move between the steps as fast as they choose and the flow can be bi-directional.

**Figure 2.6 The internationalisation Cycle according to Knight (1995)**



As can be seen from figure 2.6 above, the cycle ideally starts with 'awareness', where the awareness of the importance of internationalisation to all those involved in the process is created. This step serves as a stimulus for the parties to become involved in discussing the issue and to potentially agree on the principle. This is an important step in creating an appreciation of the issue of internationalisation and recognition of the benefits that can be realised and the resources that can be utilised in realising it. Awareness, however, needs to be turned into commitment for the goal to be reached, and this can be achieved through broad support from all departments and staff across the HEI, with the senior administration leading. Following commitment is the development of a strategic plan which incorporates purpose, reasons, and features of internationalisation and the resources needed to achieve it. Planning needs to be done at different levels and take into consideration the needs and resources in the particular institution. From planning, an HEI can then move

into the stage of implementing the internationalisation strategy thus created and constructing broader support across the institution. This operationalisation of the strategy needs, however, to be tailored to the institution's needs and resources, taking organisational factors into account. The next step is the constant monitoring and evaluation of the process and activities it involves in order to understand how it works. Reviewing the process and its components is also essential for the gradual integration of the internationalisation process into the system of the HEI. The final step is that of the acknowledgement of the efforts put into the internationalisation process by faculty or staff by introducing incentives in the way that best suits the culture of individual institutions. This step reinforces the support to the process from across the university and helps in sustaining the commitment needed for the process cycle to continue.

Knight's (1995) cycle clearly reflects an understanding of internationalisation as a process, but especially with the step of commitment, the view of internationalisation as a goal is also emphasised. The model is highly descriptive. The cycle certainly provides an option for HEIs to adopt, but I believe it seems to overlook the interaction between the steps and the fact that they may overlap or the movement from one stage to another may freeze at certain points in time due to internal factors such as lack of budget or new management, or external ones such as change in global trends, in which case the model does not tell whether or how the movement is affected or reversed, and what alternative practical options there are.

### **2.3.4 Internationalisation research in Australia**

Manning's (2003) research carried out in 1998 is one example of a study of internationalisation in Australian universities<sup>2</sup>. Manning's study is a survey of the "top three universities in Australia". A questionnaire was sent out and telephone interviews with academics, managers and administration staff took place. University documents were also analysed. The aim of the survey was to answer questions about the organisational approaches to internationalisation in higher education; the development and implementation of policy in relation to internationalisation; and the management of programmes in connection with internationalisation. The findings of the survey show that a

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<sup>2</sup> I am including this study with caution considering the lack of information and details about the research questions and subjects, and also considering the large time gap between the date the research was conducted and the date it was reported. The only reason I refer to it is that it provides an extension to Knight's (1995) model, which makes it potentially useful in the understanding of the process of internationalisation.

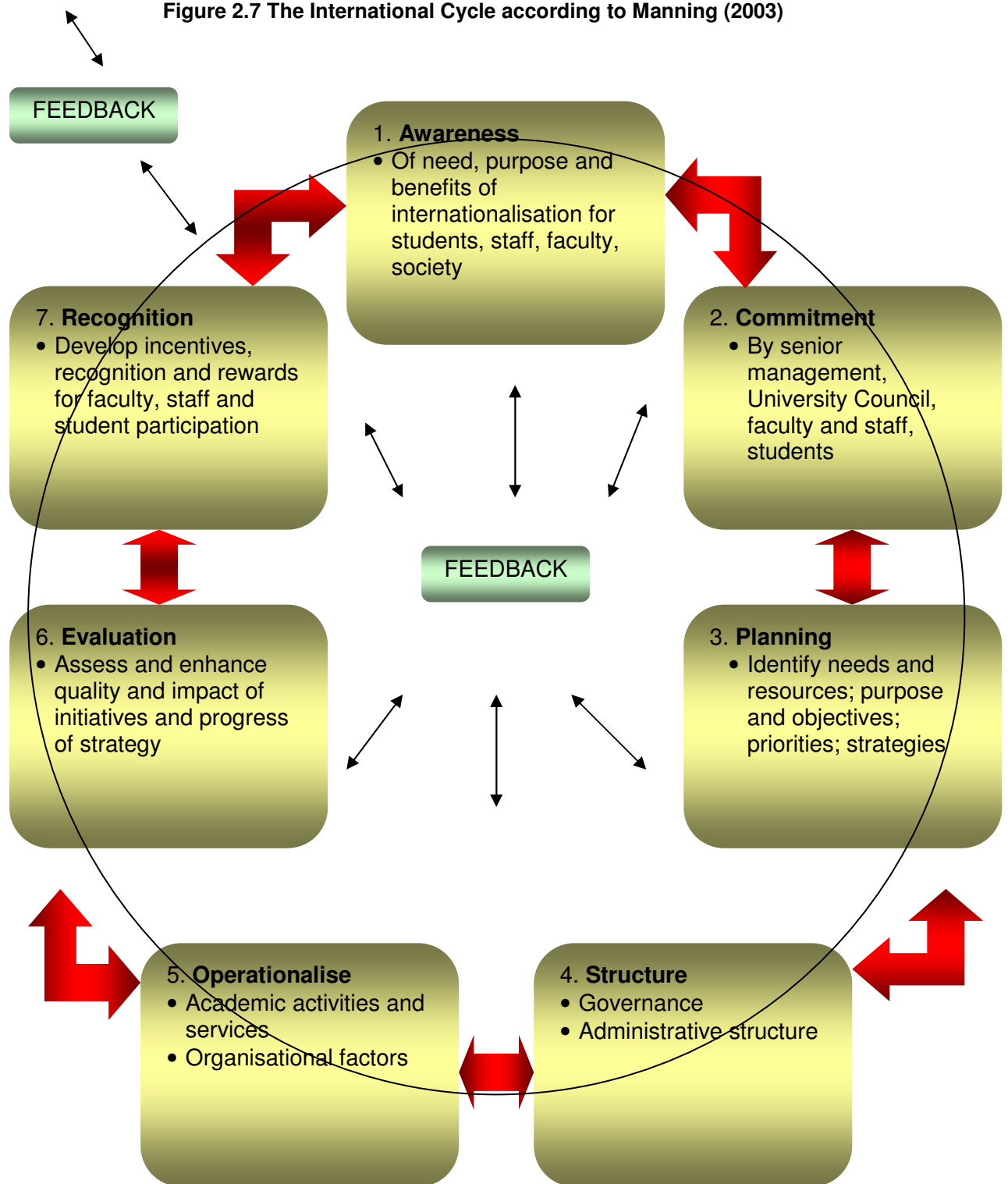
process approach is functioning in the universities studied, but that the 'administrative heritage' of an institution, as Manning (2003) calls it, has a bearing when it comes to the operationalisation of the process. Different stages are afforded different degrees of importance in the different HEIs.

Manning (2003) adopts Knight's (1995) internationalisation cycle model but expands the steps of the cycle by adding two elements. One is organisational structure, and the other is feedback (see figure 2.7 below). As for organisational structure, Manning (2003) raises the question of coordination of the different faculties across a HEI arguing that it is the degree of centralisation or decentralisation that needs to be addressed rather than advocating either as preferable. Some functions may be best centralised, others may be best decentralised. A certain level of flexibility is crucial for success.

The other element that Manning (2003) adds to the cycle is feedback. This acts as the bond between all elements. Feedback can be given internally between the steps of the cycle, or externally, where, according to Manning, the HEI adopting a process approach has an entrepreneurial feature and is connected to businesses or government departments.

Manning (2003) also discusses the step of commitment and argues that there are various routes for HEIs to take towards developing international commitment. One route is that in which the institution's strategy is based on policy statements and measures. The three scenarios arising from that are: a central mission statement regarding internationalisation does exist; or departments choose their own strategies in relation to international activities; or both. The other route is one in which there is no central mission statement and the individual departments outline their own statements and actions with regards to internationalisation.

Figure 2.7 The International Cycle according to Manning (2003)



Manning's study does not provide great insight into the issues it examines since not much is known about the participants in the study or the questions in the survey or the interviews. However, Manning's model brings to light some areas ignored in Knight's (1995) internationalisation cycle; namely the connections between the steps of the cycle and between the cycle and the environment in which it exists.

## **2.4 Insights**

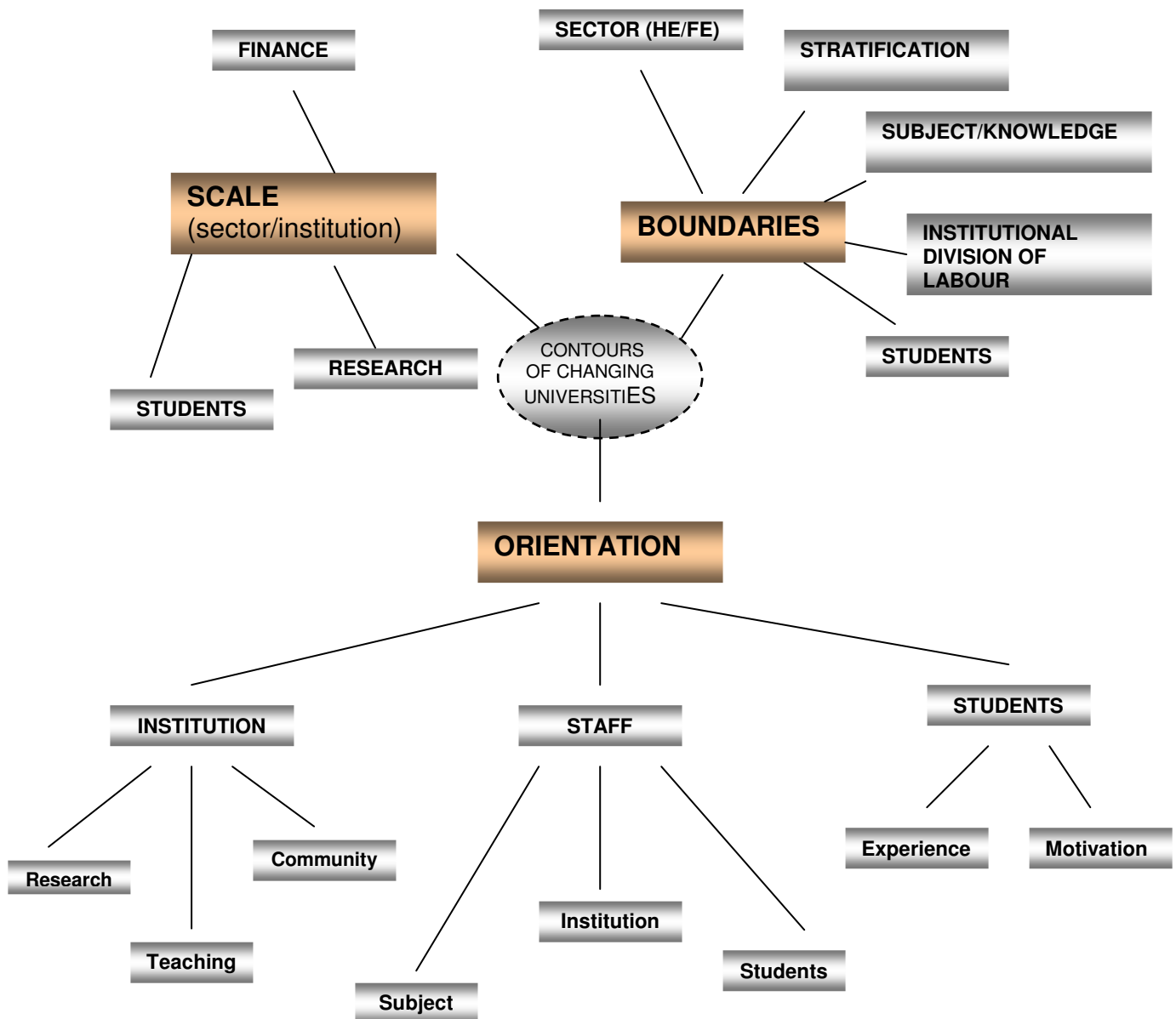
The models of internationalisation and the research mentioned above aim at developing an understanding of the concept in various contexts and provide a view on the issue from different perspectives. The aim seems difficult to achieve for several reasons. First, the wide range of contexts in which international activities take place means that there will always be differences in how HEIs view themselves in relation to internationalisation. Second, the existence of sub-cultures (based on disciplines, faculties, or simply different functional groups) within institutions may make it difficult to have a single institutional voice in relation to internationalisation or indeed any other issue. This may explain the complexity of implementing the process and ensuring the availability of broad support across the institution.

The models discussed above are, however, important in the sense that they are in themselves attempts to 'visualise' the different aspects of internationalisation of higher education with the aim of understanding how it works and how to make the best of it. The models do not necessarily provide a precise definition of what internationalisation is. Internationalisation for these models is not merely student mobility as is often claimed to be the case (Altbach, 1991); nor is it merely "a systematic, sustained effort by government to make [HEIs] more responsive to the challenges of 'globalization' of the economy and society" (Elliot, 1998:32). In the same way, higher education's international purpose is not merely "to maximize export earnings by selling education services to paying customers" (*ibid.*). The models described in this chapter allow for more than a 'commodity' view of higher education to come to the fore, and so the new increasing challenges as well as opportunities created by globalisation can be understood, overcome, or adopted as required by the individual institution.

However, if internationalisation is to be successfully achieved, an understanding of the areas where change is more likely to take place in an HEI may be vital. Here, some sort of map is helpful, and, like the models, this map can only represent the specific context it reflects in the sense that HEIs differ in the way they operate. An example of a university sketchmap that shows areas of change, is that created by Schüller (1995) (see figure 2.8 below). There are four main dimensions to Schüller's sketchmap. The first dimension is that of 'scale', or size. It mainly refers to numbers – students' numbers, amount of funding and so on. The second dimension is 'boundaries'. Boundaries are the dividing lines at institutional, people, activities or subject level. Schüller (1995:3) argues that boundaries

“may be formal or informal; they may have a legal, social or pragmatic status; they may be watertight or in varying degrees porous.” The third and most intangible and difficult to define of the four dimensions is that of ‘orientation’ which is related to the direction or directions that an HEI seems to take in relation to its commitment and strategy. It is also related to whom staff tend to identify with, within or outside the institution. And finally, the fourth dimension is ‘contours’ which is defined as a “function of the other three dimensions, and define[s] the shape of the system, institution or other unit” (Schüller, 1995:3). The map can be used in research on internationalisation as a guide to aspects of the university most susceptible to change. For instance, if international students’ numbers are the most changing aspect of a particular HEI, strategic planning can take into consideration enhancing official agreements with sending countries and make sure that finance and staff are available to support new programmes.

**Figure 2.8 A sketchmap of four dimensions to a changing university (from Schüller, 1995)**





## ***2.5 Problems with the models of internationalisation***

As discussed above, the models and research reviewed in this chapter give insight into the process of furthering internationalisation of higher education in the contexts where the research is carried out. However, I believe that there are some gaps that need to be addressed. First, the differences in the understanding of the term 'internationalisation' have an impact on the perspective from which research in the area is carried out and, consequently, on the interpretation of the findings of that research. Additionally, research on internationalisation addresses very specific local contexts, and any model emerging from research data can only reflect the data gathered there and then. This is not to say, however, that the Canadian research model is useless for a UK context or vice versa. The fact that each internationalisation model is best fitted into its original context does not reduce its 'usability' in other contexts. In fact, this is one aspect of internationalisation: exchange of knowledge about internationalisation. Context is not given enough weight in the studies on internationalisation. The influence of the particularities of an individual context on the elements of any internationalisation model is unavoidable and it may also affect the relationship between these elements. For example, external factors, such as economic factors or government policies, may influence the institution's choice of strategy targets and its approach – reactive or proactive (Rudzki, 1995b).

Second, the methods used in the research on internationalisation so far are questionable. The studies mentioned in this paper start with a definition of internationalisation and then go about the business of exploring it in the particular HEIs. The studies then end with a description of what can be labelled as internationalisation in those contexts. Connections are not really established between the definitions of internationalisation adopted in the beginning of a study and the description of its findings of what internationalisation is or how it works. In other words, the findings of these studies do not tend to confirm or refute the understanding of internationalisation they start off with. I believe that when dealing with an elusive term such as 'internationalisation', more research is needed not only into the term itself, but also into the ways it could be studied. Thirdly, the internationalisation models described in this chapter tend to represent the process as stable, linear and straightforward. What all models discussed so far seem to ignore is the interaction between the elements that they comprise on the one hand, and between the elements and their context on the other.

Finally, the practicality of the models does not seem to be confirmed and they cannot be said to be adequate until they are tested out. The lack of practical application of the models may be due to several factors. One, the studies which lead to the generation of the models are so diverse in terms of context, which means that applying a model in a context other than its own is risky and entails an HEI to take serious decisions to make changes to the way it operates which is likely to be influenced by a long-established tradition. The models' protagonists might argue that the models themselves are derived from existing practice. However, the models are derived from practice in a limited number of universities (or even schools), and given the importance of contextual factors in the implementation of the models, we cannot assume that they transfer unproblematically to any specific HEI. Two, to apply research in practice and implement the models might be problematic. Hammersley (2002) writes about the 'two worlds' of research and practice and argues that research can have negative consequences on decision making in practice for many reasons including information overload, costly attention to research, and the complexity of detailed research findings that may overwhelm practitioners. At an institutional level, applying a research model involves a degree of risk.

One important thing that is evidently missing in the models of internationalisation discussed in this chapter, and which in my opinion constitutes a big gap in the research on internationalisation, is the 'social' aspect of the process and what it involves as far as the participants in the process of internationalisation are concerned. Underlying the process of internationalisation and the creation of an internationalisation strategy is a set of interactions and communications between the actors involved on one hand, and between the actors and the wider institutional context on the other. This 'agentic' understanding of the policy process, described by Bleiklie (cited by Trowler, 2000), is completely invisible in the models of internationalisation described earlier. Trowler (2002:11) stresses the importance of the roles of actors in the policy process and especially their perceptions, and "their ability to contest, negotiate and reconstruct both policy *and* the discourse in which it is encoded". Bleiklie (2000) contrasts the agentic view to a structuralist one where ideas and behaviour are controlled and restricted by forces beyond the individual. The absence of the focus on the individual as an agent in the policy process and internationalising the institution leads to a departure between policy and practice at the level of the institution; the implementation gap referred to earlier in this chapter. As mentioned earlier, by focusing on internationalisation policy as a target, the research on internationalisation has

ignored the individual and social dimensions of the process. The result is the divorce of international strategy and what actually takes place on university campuses.

Sanderson (2004, citing Goldmark, 2002) provides an answer to the dilemma. He sees the remedy in looking at the meeting point of deeply rooted human cultural ways and the forces of globalisation shaped by technology and economy. The meeting point gives rise to the notion of the 'Cultural Other'; *us* and *them* and the result of the interaction between the two. It is the Cultural Other, according to Sanderson (2004), and the interaction with the Cultural Other, that forms the basis of 'true' internationalisation; one that 'promotes globalisation from below', from the level of the individual, rather than being a determining force upon him/her. At the level of an HEI, the Cultural Other can be seen as embodied in international students and staff, but it can also be in any concrete or abstract form, from food to religion. In explaining the relationship between internationalisation and globalisation, Sanderson (2004:14) uses Knight's (1999) definition of internationalisation as

Both a response to, and an agent of, globalisation. The former happens because of the latter and is also a contribution towards it. Most of the time, the discourse around internationalisation is concerned with the structural adjustments and initiatives that institutions (universities, for example) take on board to respond to global forces. Nevertheless, an analogy can be made between 'change' in institutions and 'change' in individuals.

It is the internationalisation of the self that Sanderson (2004) believes to be important at the time when there is need to engage with Otherness, to change the self first to be able to see the Cultural Other through a new lens – to make the strange familiar.


Appadurai (2001, cited in Sanderson 2004:16), presents two types of internationalisation. The first is weak internationalisation which is, at an institutional as well as individual level, the "superficial engagement with the issues". The second is strong internationalisation which is a deeper engagement with the issues and the "genuine desire to explore what it means to become internationalised". The former is the result of global forces and pressures 'pushing' an institution or an individual to meet certain targets, whereas the latter is the active - and in the long term influential - interaction with those global forces.

This model of strong and weak internationalisation does not only place the Cultural Other ‘on the map’ of internationalisation research, but it also bridges the gap between agentic and structuralist perspectives shedding light on the social aspect of research into internationalisation.

Another ‘binary’ consideration of internationalisation at an institutional level is referred to by Turner and Robson (2008:26) who use Bartell’s (2003) “continuum of positions from ‘Symbolic’ to ‘Transformative’” to view internationalisation (figure 2.9). Symbolic is seen to correspond to weak internationalisation as merely a response to external factors, and it is where the strategic management focus is on market and student recruitment.

Transformative internationalisation, on the other hand, reflects long-term commitment to internationalisation issues, and the focus of the strategic management is on international partnerships and sharing knowledge. The continuum view of internationalisation acknowledges its complex and multidimensional nature.

**Figure 2.9 Internationalisation’s continuum of positions (from Turner and Robson, 2008)**

		
<b>International orientation:</b>	<b>Symbolic</b>	<b>Transformative</b>
<b>Stimulus:</b>	External	Internal
<b>International impetus:</b>	Business-led	Internationalist
<b>Strategic management focus:</b>	Markets / student recruitment	International partnerships / knowledge sharing
<b>Financial focus:</b>	Costs- and revenue-focus	Investment-focused
<b>External engagement:</b>	Competitive	Cooperative
<b>Management style:</b>	Designed/planned	Emergent
<b>Institutional characterisation of internationalisation:</b>	Prescriptive	Descriptive
<b>Style of participation:</b>	Compliance	<b>Commitment</b>
<b>Sustainability:</b>	Short-term	<b>Long-term</b>

## **2.6 Summary**

In this chapter, I presented a review of the key research carried out in the area of internationalisation of higher education in four countries. I also included a description of the models that resulted from those studies. It is interesting to see that almost all research projects reported here were carried out around the same year. Whether or not this is a result of an international wave of interest in the issue – which again can be seen as a by-product of globalisation – is not of primary concern to this thesis. What is of main concern, however, is how the different models were formulated and what similarities and differences there are between the findings of the studies in the various contexts. The characteristics of the models discussed in this paper are summarised in Table 2.1 below in the order they were presented earlier. There is certainly a need for more comparative research in the area of internationalisation to bring out contextual differences and make decisions about transferability. And there is a need to make the research in the area more cumulative.

In the following chapter, I present the research aim and question and describe the research methodology

**Table 2.1 Characteristics of some models of internationalisation**

<b>Study</b>	<b>Aim</b>	<b>Type of research</b>	<b>Model</b>	<b>Strengths</b>	<b>Weaknesses</b>
1, Davies (1992)	Examine the organisational consequences of internationalisation with focus on strategy and delivery	Interpretive, exploratory, theoretical analysis	Highly prescriptive	Contributes to the understanding of some elements of internationalisation	Too prescriptive, not practical, not comprehensive
2. Rudzki (1995)	Describe and examine internationalisation strategic policies and success factors, resources, obstacles, future trends. Define Internationalisation	Descriptive, explanatory. Survey (questionnaire)	Descriptive	Provides insight into internationalisation of higher education in a UK context	No interaction between the elements of the model. Linear, not flexible
3. van Dijk and Meijer (1997)	Examine how internationalisation is organised in HEIs internal processes. Explore the relationship between processes and results	Descriptive, exploratory. Survey (questionnaire)	Descriptive (extension of Davies')	Helps explain the development of internationalisation in HEIs with an active international strategy	Values explored (e.g. implementation) not easy to measure. Not comprehensive; focus on student mobility only
4. Knight (1995)	Examine rationale, priority and meanings of internationalisation, and organisational factors affecting the integration of international dimension into HEIs, and arrive at definition of Internationalisation.	Exploratory, descriptive. Survey (questionnaire)	Descriptive, cyclical, bi-directional	Helps explain the internationalisation process and its elements. Not linear	Interaction between steps of internationalisation process and between the steps and their environment is ignored.
5. Manning (2003)	Examine organisational approaches to internationalisation in HEIs, policy implementation and programme management	Descriptive, exploratory. Survey (questionnaire and phone interviews)	Descriptive, cyclical (extension of Knight's)	Helps explain the internationalisation process with links created between its elements	Not much info about the research data and survey content

## Chapter 3: Methodology

### **3.1 Introduction**

In the previous chapter, I reviewed the literature on the internationalisation of HEIs in different contexts. I identified some gaps in the literature that need attention. In this chapter, I present my research aim and question in light of the reviewed literature, and I describe my research approach and methodology.

### **3.2 Research aim and question**

As far as the literature review is concerned, one of the issues is how or, in some cases, whether internationalisation is defined in the different research studies. Internationalisation is mostly considered as a policy target, and is understood in terms of international activities, students and partnerships. Yet, this in itself is an issue in the sense that in Knight's (1995) definition<sup>3</sup>, for example, the word 'international' is used to define 'international' and then it conflates 'international', 'intercultural' and 'global'; each of which could be defined in its own terms. Another issue is that little research, if any, into internationalisation has examined how it is perceived by those who manage the process. Most research used surveys and questionnaires at an institutional level, and seemed to take the meaning of internationalisation for granted.

Taking into account the reviewed literature and the gaps identified, my research aims to explore how the process of internationalisation is interpreted in a UK HEI. The research does not attempt to verify any existing theory. It rather aspires to take the concept of internationalisation away from the practices of the institution and into the accounts of the individuals who manage it. The investigation into the meanings of internationalisation in the specific context takes into account the newly centrally-created international strategy in that UK HEI, which could be thought of as a manifestation as well as a facilitator of internationalisation at that institution. My research question, therefore, is:

Research Question: How is internationalisation understood and interpreted by individuals at the middle and senior management level at a UK HEI, who are involved, directly or indirectly, in the creation or in the implementation of that institution's international strategy?

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<sup>3</sup> See page 25 in the previous chapter 'Literature Review'

To answer this question, a qualitative study was conducted across the HEI's departments, targeting middle and senior management. The choice of a qualitative approach fits in with the research question, since, as stated earlier, the aim of this research is "to explore the subjective meanings through which people interpret the world" (Jupp, 2006:249). To explore the participants' interpretations of internationalisation, the method used is in-depth interviewing, and the research is characterised by carrying out inductive analysis.

In the following sections, I describe the study and the research approach used.

### **3.3 A case study**

The choice of a certain methodological design depends largely on the research focus and questions in order for the conclusions and findings to be considered credible (Opie, 2004). Case studies are "widely employed as a method/ology for researching higher education... they are a classic approach to relatively small-scale research" (Tight, 2003:185). The choice of a case study for the research reported in this thesis is based on two main rationales. First, the phenomenon examined in this research is a process, namely the process of internationalisation, studied in its context, as reflected in the minds of those who claim to manage it (Yin, 2003a; Tight, 2003; Sarantakos, 2005; Coleman, 2007). Yin (2003b), however, warns against the challenges that arise when considering the context in which a phenomenon is examined. These challenges include the richness of the context resulting in too many variables to be studied and so there is benefit in adopting multiple methods for data collection to better capture this richness.

The second rationale for choosing a case study as a research strategy is related to the nature of the research question posed and the aims of the research as well as the degree of control the researcher has on the contemporary, rather than historical, phenomenon (Yin, 2003a and Yin, 2003b). The research in question aims to *understand* (as opposed to manipulate) 'how' (and not 'what') a process is understood in a *contemporary* (rather than historical) context.

As mentioned above, the case study strategy used in this research addresses the issues raised earlier regarding the lack of clarity in the literature about internationalisation on what it actually means. The theoretical claims made in that body of literature overlook certain types of information that can only be gathered through an in-depth study of individuals who are in direct contact with the process, and their perceptions of it. Thus, the data, which I



describe in the following section, and which this research produces, are of special significance in addressing the shortcomings of the literature.

### **3.4 The data**

The data are of two types: *Interviews* were organised with middle and senior management staff at the university's different parties involved in the process of internationalisation, such as the International Office, to explore how they understood the process. As supplementary data, *university documents* related to internationalisation policy and implementation, such as the newly created international strategy, were analysed. Due to their importance for informing the interviews, and being the policy context 'point of reference', the documents were analysed before conducting the interviews and the following sections follow that order.

#### **3.4.1 Documents**

Referring to a quote by Fitzgerald (2007), Coleman (2007) describes documents as littering our world, but also providing narratives of our 'personal and professional lives'. In this sense, documents do not only provide factual information, but reading between the lines reveals issues and raises questions about meaning. Therefore, used as secondary materials, documents provide a strong qualitative inquiry tool that paves the way for interpretations to take place.

The documents used in this case study were five: the university's international strategy document, a discussion paper leading to the formulation of that international strategy, an international operational plan to follow the international strategy, the university's mission statement, and a document reporting a study on international students' experiences at that university. These documents were chosen because they all included the concept of internationalisation. Basic content analysis was the method used in analysing these documents to examine their 'manifest content' which refers, for example, to word counts; and to explore their 'latent content' or the underlying values and meanings, in this case meanings surrounding internationalisation as viewed in the documents, looking at words as 'indicators' (Sarantakos, 2005). Documents were mainly used to direct the research question and research focus. They also provided a tool to use in the interviews by asking the interviewees to comment on them. The questions emerging from the documents regarding internationalisation were further investigated in the interviews that followed.

### 3.4.2 Interviews

After analysing the documents, 21 in-depth semi-structured interviews were planned and conducted with individuals in diverse management positions at the university to understand their views of internationalisation.

As Opie (2004) claims, interviews have the purpose of encouraging interviewees to express their views and interpretations of the world, and the questions asked during the interview should assist such an expression. This is reflected in the interview schedule prepared for this research in that questions encouraged open responses and free expression. The interview questions asked about how the interviewees understood internationalisation in general and at that particular institution from their own positions. Questions also asked about the international strategy and how or whether it was thought to be important. There were variations in detail in the questions, but there were seven core questions in all interviews (Appendix 1). Interviews were between 30 – 60 minutes.

As mentioned earlier, the interviews conducted were semi-structured, thus allowing for paraphrasing of questions and a broader discussion without deviating far from the topic that the interviews revolve around (Opie, 2004; Ribbins, 2007 cited by Coleman, 2007). The choice of semi-structured interviews was based on the fact that the research conducted adopts an interpretive method, and is inductive (Sarantakos, 2005). Interpretivism or social constructionism (Easterby-Smith et al. 2002) attempts to understand the social world from the point of view of those participating in it; and, “one must get inside the world of those generating it” (Rosen, 1991), particularly through face to face contact (Lofland, 1995) in order to do so.

Main interview questions were sent to interviewees in advance, and 19 of the 21 interviews were recorded<sup>4</sup> and then transcribed.

Despite the importance of pilot case studies to develop the interview questions and the research design in general (Yin, 1994), no piloting of the interview schedule preceded the interviews in the case study in this thesis. That is because the research aim was to explore the meanings of internationalisation as perceived by certain individuals. There were no ‘alternative equivalent’ individuals within the institution with whom the interview schedule

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<sup>4</sup> Two of the 21 interviewees did not give their consent to record their interviews.

could be piloted and if conducted elsewhere with different individuals, the pilot study would not have acted in a meaningful way as a trial of the interview schedule.

### **3.5 The sample**

Opie (2004: 74) argues that a case study is “an in-depth study of interactions of a single instance in an enclosed system... It could involve a single person, a group of people within a setting” and so on, depending on what is examined in that ‘enclosed system’. In the case of this research, the aim is to understand how the process of internationalisation is understood by managers and how they think the process is to be managed. Therefore, middle and senior managers of the institution’s departments and central management were approached. The sample was a cross-section of the university functions representing the totality of the university. That is because the aim of the research is to explore the meanings of all aspects of internationalisation, and not only internationalisation of teaching and learning, for example. There were 21 interviews in total with individuals covering a wide range of managerial positions. Sarantakos (2005) argues that one characteristic of qualitative methodology is that it does not adopt random sampling, and the sampling technique used in this research is ‘purposive sampling’. The sample was chosen on the basis that university management was most involved in the international strategy and the discussions and consultations preceding its formulation. Therefore, individuals at the management level involved with internationalisation ‘issues’ were approached and they were contacted to arrange meeting times. The interviewees are described further in the interview data analysis chapter.

### **3.6 Reliability and validity**

Being a context-bound descriptive case study in its design and instruments, this research faces some challenges when it comes to testing the validity and reliability of its findings. But this is not anything new. Yin (2003a) describes criticism against such case studies. The first criticism is that case studies allow for biased views to influence the findings. This is, however, possible to occur in other research types and is more linked to the interpretation of the findings rather than the research method or approach. Another criticism is that case study research does not allow for generalisations. The answer to this is that case studies “are generalizable to theoretical propositions and not to populations or universes” (Yin, 1994:10). Yin (1994, 2003a) refers particularly to *construct validity*, which means “establishing correct operational measures for the concepts being studied” (Yin,

1994:33), as problematic giving an example of a study of 'neighbourhood change' and how this is very difficult to measure in relation to a wide range of other phenomena it covers. Yin, however, suggests that using 'multiple evidence' or multiple indicators where more than one variable are used to measure one construct, for example, helps increase the construct validity of a case-study research.

As for *external validity*, also known as the validity of generalisation; the degree to which findings can be generalised, the generalisation of a case-study research results is practically unrealistic. What external validity can refer to in the case of case-study research is transferability, rather than generalisability, of the findings. Transferability means here that the researcher provides a full description of the research conducted, its methods and instruments, and it is the readers' choice to decide whether the findings have relevance and application in a different context (Sarantakos, 2005). Cohen (2007:137) also argues that "researchers should provide sufficiently rich data for the readers and users of research to determine whether transferability is possible". Yin (1994:10) distinguishes between 'analytic generalisations' applied to theoretical propositions, and 'statistical generalisations', and argues that the goal of case-study research is "to expand and generalise theories... and not to enumerate frequencies".

On the other hand, *internal validity*, or the validity of explanation, which refers to the accuracy of the explanations and conclusions of the study to the specific studied context (Jupp, 2006), cannot be measured in the type of case-study research presented here because the research is descriptive and exploratory and not explanatory. Although the element of interpretation in this research might be taken to be an explanation of what internationalisation means to the participants, the research does not attempt to establish a certain meaning or propose a fixed definition of the term.

*Face validity*, or whether questions measure what they claim to measure, is thought to be an issue especially in interviews (Cohen, 2007). The reason for this is that interviews are considered to be social interactions in which both the interviewee and the interviewer come with their 'biographical baggage' including their experiences, prejudices and so on. The way to deal with this may be to identify areas of bias and try to minimise them. Cohen (2007) lists five sources of bias including attitudes, expectations, and misconceptions of both the interviewer and the interviewee. In this research, the focus is on the opinions and views of the participants, and questions were asked to elicit those views. Any

preconceptions or biases on the researcher's part were kept to a minimum by constant reflection on the researcher's interpretations and on the design and choice of questions. The researcher endeavoured to be reflexive throughout the interviewing process.

On the other hand, *reliability* is about consistency of results and minimising error in the data and bias by making sure that if the same case study is done all over again, the study will conclude with the same findings. One way to ensure that is to keep a detailed record of the steps and procedures of a case study (Yin, 2003a). However, the term 'reliability' is thought to be better replaced by terms such as 'credibility' when used in qualitative case-study research so that it is not taken to accept the positivist view of 'one absolute reality' (Cohen, 2007; Bush, cited in Coleman, 2007). Opie (2004) offers an alternative view of reliability when he expresses a preference to describe the process of data gathering as reliable, rather than the interpretations or findings being reliable. As for the research in hand, the process of data gathering includes recording the interviews after taking permission from participants, and the use of unambiguous questions to minimise misunderstandings and misinterpretations. Feedback was sought from participants on the researcher's interpretations wherever possible.

### **3.7 Ethical considerations**

Ethical issues in research emerge as researchers enjoy a degree of 'freedom of action' when conducting their research (Sarantakos, 2005). To ensure that trust and confidentiality are adhered to in the dynamic process of research, a set of ethical codes needs to be followed. Busher and James (2007, in Cohen, 2007:113) argue that "researchers are ethically bound to maintain the privacy of participants, including confidentiality for any information they give and anonymity for their identity". In the present study, confidentiality and anonymity are an issue. Being a small-scale study in which participants are middle or senior managers from a single institution, the views of those participants may give an indication of their identity. Interpretations of statements may demand recognition of the respondents' role or position, which, therefore, needs to be stated and, as a result, makes the respondents more easily identifiable. Participants were made aware of this issue before participating, and their consent sought before conducting interviews with them. Every attempt was made to minimise the reference to specific details about participants' personal information and identities that might have been accidentally mentioned by them in the interviews. In addition to that, interview reports were sent to

participants upon their request before finalising them in order for those participants to confirm their views were accurately presented.

As for the interviews, and as mentioned earlier, interview questions were sent in advance to participants and they were made aware of the fact that the interviews were semi-structured and other questions than those in the interview schedules might emerge. Before the interviews, interviewees' consent to record the interviews was sought and the confidentiality and anonymity issues were also discussed beforehand.

The selection of extracts from interview transcripts was based on the research main aim which is exploring the meanings of internationalisation. Every attempt was made to ensure that all data related to the aim of the study were presented and that the findings were not distorted.

As far as ethical issues were concerned, the Revised Ethical Guidelines for Educational Research (2004), published by BERA<sup>5</sup>, were followed, and relevant sections were adhered to throughout this study.

### ***3.8 Conclusion: A view to the analysis***

In this chapter, I presented a description of the methodology used in my research on the internationalisation of HEIs. As mentioned earlier, university documents were examined for an understanding of the university's 'official' stand on internationalisation. Interviews were then conducted with individuals in middle and senior management positions in academic as well as service-based departments at that university for a closer look at how internationalisation was understood and thought to be managed.

The documents were analysed using basic textual analysis. Words relating to internationalisation were identified and examined in their context. Manifest and hidden meanings were explored. The aim was to explore what issues surrounding internationalisation were present in the documents and whether any reference to the meanings of the term was implicitly or explicitly present. The main document explored was the university's international strategy document.

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<sup>5</sup> British Educational Research Association

NVivo software for qualitative research was used to store and organise interview transcripts. Being an inductive study, there were no predetermined codes or categories to explore, and the software was only used as a database to identify main themes and broad categories; namely, those related to the meaning of internationalisation and to the international strategy document. In other words, codes and theme were created inside NVivo in relation to internationalisation issues or the international strategy as and when there was reference to such areas in the interview data.

In chapter four, I present an analysis and discussion of the data from the documents. In chapter five, I analyse and discuss the interview data.

## **Chapter 4: Research Data and Analysis – The documents**

### ***4.1 Introduction***

In the previous chapter, I described the methodology used in this research and presented my research question. The chapter concluded with reference to the data sources I drew upon for my study. These include 5 documents<sup>6</sup> and 21 interviews. In this chapter, I present a description and an analysis of the documents. The chapter presents a summary of the documents and a textual analysis of the international strategy document which is central to defining the context of this research. In the next chapter, I look at issues arising from the interviews.

### ***4.2 The documents***

Document 1 is the university's Vision and Mission statements, objectives and related activities. Document 2 is a discussion paper that forms a basis for the international strategy. Document 3 is a paper investigating international students' experiences at that university, and is based on research carried out by the International Office. Document 4 is the international strategy document. Finally, document 5 outlines an 'International Operational Plan' for the two academic years following the formulation of the international strategy. Throughout this chapter, I focus mainly on the International strategy document as it is the main document referred to in the interviews and is defining of the specific university context in which the research presented in this thesis is conducted. Therefore, document 4 is considered the main document in the present study. Analysis of documents 1, 2, 3 and 5 is used to support and complement the understanding and interpretation of the main document. Table 4.1 below summarises the documents.

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<sup>6</sup> It is also worth mentioning at this point that a new (6<sup>th</sup>) document outlining the International Office's Strategy was written in January 2009. The document sets the main aims that the International Office in particular is working to achieve in relation to internationalisation. As some developments in the university's management structure have taken place since this research was conducted, certain areas in some of the documents referred to in this chapter have been affected by the new developments. The fact remains, however, that although these documents informed the interviews, the final conclusions drawn were based on issues arising from the interviews and not from the documents.



<b>Document</b>	<b>Written by</b>	<b>Internationalisation</b>	<b>Notes</b>
<b>Corporate plan 06/07-08/09</b>	VC office	Clearly seen as a goal.  No definition is given	<ul style="list-style-type: none"> <li>• Internationalisation mentioned last in mission statement, yet has a prominent position in 'aims'</li> <li>• Internationalisation related to: size of university, facilities, international excellence in research and teaching, links with overseas institutions and businesses.</li> <li>• International culture mentioned and related to 'formal links'.</li> <li>• International dimension mentioned but no explanations given.</li> <li>• Internationalisation seen in relation to world-class research and activities.</li> </ul>
<b>International Strategy discussion paper</b>	Internationalisation steering committee	Internationalisation implicitly seen as a process but approached and discussed as a goal	<ul style="list-style-type: none"> <li>• Definition of Internationalisation is neither clear nor inclusive Internationalisation strategies described in relation to Green's 2x2 model of change, but it is not clear how the discussion, needs and recommendations are related to that model</li> <li>• The discussion of the needs of the university refers to all aspects of the university's life &amp; activities</li> </ul>
<b>International students' experiences at the university</b>	The International Office	Although one aim the paper states is to understand what Internationalisation means, no definition is presented.	<ul style="list-style-type: none"> <li>• Internationalisation is understood in relation to students' academic &amp; social experiences.</li> <li>• No reference to International strategy or policy at an institutional level is made</li> </ul>
<b>International strategy</b>	Internationalisation steering committee	'World-class' International community.  Internationalisation is a goal; a desired end-state.	<ul style="list-style-type: none"> <li>• No clear distinction made between 'international' and 'internationalisation'.</li> <li>• No indication how strategies will bring about change.</li> <li>• Reflects a linear image of internationalisation moving from 'here' to 'there' through certain strategies.</li> <li>• increase in the level of activity rather than making fundamental changes in the university's culture.</li> </ul>
<b>International Operational Plan, 2006/7 to 2007/8</b>	Unknown	Internationalisation is implicitly seen in relation to the University's activities and to the international strategy's aims.	<ul style="list-style-type: none"> <li>• A list of priorities and notes, activities, targets and dates and performance indicators.</li> <li>• Covers a wide range of university activities but action remains within the university's central and senior management.</li> </ul>

**Table 4.1 University documents summary**

In document 1, internationalisation is seen as a goal and no explicit definition is given. In document 2, internationalisation is implicitly seen as a process but approached and discussed as a goal. It is defined in terms of internationalisation abroad (International students and staff recruitment, links for research and so on) and internationalisation at home (content and experience for students and staff in their studies, research and day-to-day activities).

Although one aim that document 3 states initially is to understand what internationalisation means, no definition or follow-up discussion regarding the meaning of the term is

presented. Document 4 describes a 'world-class' university and an international community. Internationalisation is seen as a goal; a desired end-state. The activities constituting the international operational plan in document 5 revolve around the strategy vision and its two aims. Performance indicators are numbers of international students, staff and partnership agreements.

These documents seem to reflect the inconclusivity observed in the literature review as far as the meanings of internationalisation are concerned, and in-depth interviewing was seen as a means in this research to elicit meanings pertaining to internationalisation as held by key personnel in the institution. Using textual analysis, I will discuss in the following sections the items that constitute the international strategy document as far as internationalisation is concerned.

#### **4.2.1 The international strategy document**

The international strategy document is divided into a university Vision Statement, university Mission Statement, International Strategy Vision, Strategic Goals, and International Strategy Aims and Objectives. I will now look at each of these sections.

##### **4.2.1.1 University Vision Statement**

*"The [university] is an internationally recognised research university offering high quality teaching in an innovative learning environment and attracting eminent scholars and outstanding students from a global recruitment market."*

From the beginning, the vision of the university as a research university seems to define that to be internationally recognised where high quality teaching and learning is to be offered. Being international is seen in relation to the academic aspect of the university's life first and foremost. 'The international' is clearly linked to notions of standards and esteem.

##### **4.2.1.2 University Mission Statement**

The central focus on academic success and research and teaching and its importance for the university is further emphasised in the Mission Statement of its international strategy:

*“The Mission of the university is to advance knowledge through high quality research and teaching in partnership with business, the professions, the public services, the voluntary sector and other research and learning providers.”*

It is, however, not clear how this is to be achieved. The Mission Statement refers, rather ambiguously, to the university’s role in an international context that is itself not defined:

*“The university is a centre of academic excellence, where high quality research and high quality teaching are mutually sustaining, and where the context within which knowledge is sought and applied is international as much as regional and national.”*

The above statement seems to indicate, once again, that standards of quality are defined internationally, or to put it differently, that internationalisation is a means of developing high standards.

The Mission Statement also acknowledges the importance of the university’s role regionally without elaborations on how this is linked to an international strategy:

*“The university recognises its role as a strategic partner in the [region], and therefore aspires to contribute to the region’s economic growth, social development and environmental sustainability.”*

As can be seen in the above extracts, they are loaded with economic, social, and academic issues and it is not clear how they relate to each other on the one hand, and to the international strategy on the other. They seem to draw a very broad picture of the university’s mission and vision, but the fine details of how this picture is to come about remain unknown.

#### **4.2.1.3 International Strategy vision**

*“A world-class university, comprising an international community committed to partnerships with other world-class institutions, inside and outside academia, to produce research of global significance and value, and graduates with commitment and skills for life and work in the global community.”*

The university is seen as world-class. The 'world' is seen as the source of judgement of quality and standards. This could be about the recognition of a standard or the production of university ranking since partnerships with 'other world-class institutions' is seen to be the sole commitment of the international community at the university. What the 'international community' refers to is another ambiguous aspect of this vision. It could be the body of international students or staff, or people who have an international orientation that goes beyond national identity.

Globally significant and valuable research appears to be, once more, the core mission of the university and its international community as stated in the extract above. If the word 'global' is taken to refer to the labour market for which students are prepared, the focus seems to be on work, which implies a rather instrumental view of education. Although one cannot expect much detail from a vision statement, it does raise questions about how the research referred to in the statement is to be of importance to varying contexts around the globe. It also raises questions about the nature of those 'skills for life and work' and whether they are part of the teaching/learning/research goals mentioned in the section on strategic goals to follow.

#### **4.2.1.4 Strategic goals**

The main points here are related to research,

*"Research of global significance, capable of exploitation in the knowledge society, and to the highest level of academic scholarship."*

Curriculum,

*"International curricula supported by teaching and learning strategies that embrace and build on the differing prior experience of an international student body."*

It is not clear, in the above extract, whether 'prior experience' is to be seen as a resource that will benefit all or whether it means that we must accept what international students arrive with as a starting point for acculturating them into the university's (otherwise unchanged) life.

Creative thinking linked to the job market,

*"Graduates and alumni who are independent, creative thinkers with problem-solving skills who can operate effectively in, and are prized by, the international jobs market."*

The above passage indicates a degree of responsiveness to the labour market which is seen as international. Therefore, becoming international seems to be seen as developing a set of marketable skills and attributes.

And partnerships with multinational businesses, facilities and services:

*“Become a partner of choice for internationally recognised non-UK universities, multinational businesses, non-UK governmental organisations, and international NGOs.”*

The above statements can be used as a source of understanding what the university might mean by being international. It is, however, not clear through the statements, whether other aspects of university life such as intercultural interaction, social activities and space could be included under strategic goals. The university’s aspiration to “Become a partner of choice for internationally recognised non-UK universities” seems to be related to the international strategy vision above; the recognition of a standard and to be higher in its global ranking.

#### **4.2.1.5 International strategy aims and objectives**

There are two broad aims of the international strategy, under which there are more specific objectives.

##### **Aim1**

*“To embed and sustain an active international culture that fosters cultural awareness, provides opportunity for international collaboration for staff and students, and develops understanding of global issues.”*

The terms that require further elaboration here are ‘international culture’, ‘an active international culture’, and ‘cultural awareness’ and whether they refer to teaching, learning, or research; academic aspects of the university’s life or more broadly, as the divisions of this aim suggest (Appendix 2).

Overall, this aim looks at increasing the numbers of international staff and students and the number of international research activities, whether it is the university’s staff engaging with research internationally or visiting scholars from abroad participating in university’s academic activities.

However, it is questionable whether having more international students or staff necessarily or automatically leads to the creation of an international community. That may be based on the assumption that cultural awareness is automatically raised where there is a chance of ‘meeting’ people from other countries.

#### Aim2

*“To raise the university’s international profile and to enhance the university’s international reputation as a leading research university.”*

The main themes in this aim are international profile and reputation “as a leading research university”, “international communications and marketing”, links with alumni and “sporting excellence”. However, it is not clear how particularly raising the profile of sports facilities fits in this aim, considering it is a research university, or whether excellence in sports is a priority together with research, or whether the focus is on research related to sports or on performance in international sports events.

### **4.3 Documents data discussion**

As can be seen above, the international strategy document seems to raise more questions than it answers regarding how this HEI can be international. The word ‘internationalisation’ in the international strategy document appears only once, and is associated with ‘policy and practice agenda’ implying it is a goal, whereas the word ‘international’ appears 23 times and is the dominating theme of the text. It is, after all, about the university’s ‘international’ strategy. Whether this is the same as an ‘internationalisation’ strategy, which implies specifying an end rather than a process, is another matter.

An example of the broad areas that might need to be considered further is to do with whether or how a distinction is to be made between ‘international’, ‘global’ and ‘world-class’. Table 4.2 below summarises the associations made with these key terms in the strategy document.

**Table 4.2 Key terms and their associations in the international strategy document**

	<i><b>International</b></i>	<i><b>Global</b></i>	<i><b>World-class</b></i>
<i><b>University Vision Statement</b></i>	<ul style="list-style-type: none"> <li>• Recognition (for research, teaching and learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment market – attract scholars and students</li> </ul>	
<i><b>University Mission Statement</b></i>	<ul style="list-style-type: none"> <li>• Knowledge</li> </ul>		
<i><b>International Strategy Vision</b></i>	<ul style="list-style-type: none"> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• significance of research</li> </ul>	<ul style="list-style-type: none"> <li>• a standard for our work</li> </ul>
		<ul style="list-style-type: none"> <li>• community in which university graduates have the skills for life and work</li> </ul>	<ul style="list-style-type: none"> <li>• a standard for our partners</li> </ul>
<i><b>Strategic Goals</b></i>	<ul style="list-style-type: none"> <li>• curricula, built on experiences of the:</li> </ul>	<ul style="list-style-type: none"> <li>• significance of research</li> </ul>	
	<ul style="list-style-type: none"> <li>• international student body</li> </ul>		
	<ul style="list-style-type: none"> <li>• job market (to receive university graduates)</li> </ul>		
	<ul style="list-style-type: none"> <li>• Community (with facilities and support)</li> </ul>		
<i><b>International Strategy Aims and Objectives</b></i>	<ul style="list-style-type: none"> <li>• status of our partners – recognition</li> </ul>	<ul style="list-style-type: none"> <li>• 'issues' – (develop understanding of global issues)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Culture – Awareness</li> </ul>		
	<ul style="list-style-type: none"> <li>• Collaboration</li> </ul>		
	<ul style="list-style-type: none"> <li>• Profile</li> </ul>		
	<ul style="list-style-type: none"> <li>• Reputation</li> </ul>		
	<ul style="list-style-type: none"> <li>• Business community</li> </ul>		
	<ul style="list-style-type: none"> <li>• communications and marketing (to promote attractiveness)</li> </ul>		

As table 4.2 above shows, the international strategy vision in the document shows the university as a world-class institution in standard, with an international community and with focus on international research. The strategic goals also revolve around international research, an international curriculum, international student body, international partnerships, and unspecified facilities and services. In the first aim of the international strategy, 'international' is still seen in terms of the academic life of the institution. Through the second aim, to raise the university's international profile, there is an emphasis on international ranking with special reference to the university's sports facilities being of international excellence.

It seems that the international strategy document's goals and aims in particular reflect a desired end-state. The document reflects a linear image of internationalisation moving from 'here' to 'there' through certain strategies. The question of how this is to be achieved

remains unanswered in this document alone. The word 'international' and its associated words, as in table 4.2, seem to refer to the arena within which a standard is set.

What appears to be encouraged in the international strategy document is an increase in the level of activity rather than making fundamental changes in the university's culture, although there is reference to the development of an international culture, which, presumably, the university did not have in the past, or does not have now. It might be argued that a strategy document does not need to include much detail, and that it is by nature a brief document laying out broad aims and objectives. However, a critical reading of the document is important, as the issues raised above and those discussed more below represent areas to be investigated further in the interviews.

According to the strategy plan outlined in the international strategy document, what makes the university international is to have more international students, staff and links, a higher international profile, a curriculum taking into consideration home and overseas students and excellence in research at an international level.

According to de Wit (1995) and Knight (1995) there are four approaches to internationalisation. I will describe them in relation to the document in hand. In the document, we can see an *activity approach* which focuses on the academic activity of an institution, including curriculum development and student and staff exchange, repeatedly mentioned in the document. The word 'students', for example appears 33 times which makes it in the top 10 most frequently used words in the document indicating it is one of the key words around which the strategy document revolves. There are also traces of a *competence approach* in which the focus is on development of individual skills which seem to be of two types: skills for the international labour market, and skills of 'cultural awareness', although the latter is not explained.

There is also reference to an *ethos approach* in which an international dimension is encouraged through developing and maintaining an international culture in the institution, although what is meant by an international culture is not stated. As for the *process approach* (De Wit, 1995; Knight, 1995), which reflects the dynamic and 'living' nature of internationalisation, the document seems to indicate a move towards targets. It is not clear, however, whether that move or the activities it involves can be taken as process. It



seems that the emphasis in the document is on academic activity, placing it at the centre of the strategy plan and around it a culture and ethos are assumed to be created.

#### **4.4 Summary**

In formulating an international strategy and striving to locate itself more visibly in an international context, the university might be seen to be living an era of change in relation to internationalisation, materialised in its international strategy. However, it is not clear from the document how the strategy is to bring about change, as it seems to focus primarily on the university's international activities as mentioned earlier.<sup>7</sup>

Due to the brief nature of the international strategy document, the questions about the meanings of internationalisation and the importance of the international strategy and how it is to bring about change could not be answered through the document alone and semi-structured in-depth interviews were needed to explore them further.

In the following chapter, I present an analysis and discussion of the data collected through the interviews.

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<sup>7</sup> In the Discussion Paper document preceding the formulation of the International Strategy, there is reference to Madeleine Green's 'Typology of Change' where she argues that change in an HEI in relation to internationalisation can occur on two levels: vertically (deep vs. shallow) and horizontally (narrow vs. broad). Four types of change are consequently produced: Adjustment (small changes), Isolated (deep but not broad), Far-reaching (broad but not deep), and Transformational (both deep and broad). The Discussion Paper document, however, does not explicitly indicate which of these types of change are to be aimed at in the university's International Strategy.

## Chapter 5: Research Data and Analysis – The interviews

### 5.1 Introduction

In the previous chapter, I described the 5 documents and presented a textual analysis of the international strategy document. In this chapter, I present and discuss the interviews exploring issues arising in relation to internationalisation and the university's international strategy.

### 5.2 The interviews

As seen in the previous chapter, given the lack of elaboration on meanings of internationalisation in the documents, particularly the international strategy document, 21 interviews were conducted across the university's departments at the middle and senior management level to address this issue. As listed in table 5.1 below, interviewees were from the university's central management: three Pro-Vice Chancellors (PVC1, PVC2, PVC3), three faculty Deans (D1, D2, D3), three academic staff involved in international activities and with management positions (AL1, AL2, AL3), heads of services including Accommodation (AC1), Catering (CA1), Human Resources (HR1), the International Office (IO1, IO2, IO3), the Library (LB1), Marketing and Communication (MC1), Security (SE1), Sports (SP1), Students Support Services (SS1), and the Students' Union (SU1).

**Table 5.1 Research interviewees<sup>8</sup>**

Pro-vice Chancellors	(PVC1, PVC2, PVC3)
Faculty deans	(D1, D2, D3)
Academic lecturers involved in international activities	(AL1, AL2, AL3)
Accommodation	(AC1)
Catering	(CA1)
Human Resources	(HR1)
The International Office	(IO1, IO2, IO3)
The Library	(LB1)
Marketing and Communication	(MC1)
Security	(SE1)
Sports	(SP1)
Students Support Services	(SS1)
The Students' Union	(SU1)

<sup>8</sup> AL3 and HR1 did not give their consent to record their interviews, as mentioned in the previous chapter 'Methodology'. All other interviews were recorded.

### ***5.3 Issues arising from the interviews***

As mentioned in the previous chapters, this research aims at investigating how Internationalisation is understood at the management level across the university. As will be shown below, different interpretations of the meanings of internationalisation were expressed in the interviews. Other issues discussed in the interviews were to do with the international strategy document and perceptions of its meaning and value to the individuals interviewed and their departments, and obstacles in the way of implementing the strategy.

In the following sections, I discuss the above issues with examples from the interview data. First, I explore the respondents' interpretations of internationalisation. Second, I present and discuss views of the interviewees about the international strategy and the drivers behind it. Finally, I look at their concerns regarding implementing the strategy and institutionalising internationalisation at the university. Each section is followed by a summary and discussion of the data in relation to the literature.

#### **5.3.1 Meanings of internationalisation**

According to PVC1, Internationalisation is defined in relation to the proportion of international students and staff; it is the constitution of an international community:

It's clearly about having a suitable proportion of international students. Now that's actually quite a difficult context, I mean thinking of ourselves as an international university. So that means, that has to mean, that we're not particularly bothered about where our staff and students come from, so we want the best staff and the best students. So if they come from different parts of the world so then be it. So that's what we want to do, we want to have a community here that's genuinely international. So that means having an international faculty which in certain parts of the university you know is very evident.

According to PVC1, there is a 'rule of thumb' at the university in relation to how many international students are allowed on each programme. The maximum percentage of international students recommended is 30%, and they should not all be from the same country. An example given by the interviewee where breaking this rule of thumb becomes

a problem is where 40% of international students are from China and so they speak Chinese only, with not much opportunity to speak English. The interviewee refers to financial imperatives behind international students' recruitment and emphasises the need for this rule of thumb to prevent distortion of the educational experience for all involved. This, according to the interviewee, presents a dilemma for the university in seeking an appropriate balance. Part of the dilemma, or the tension, that appears from the above quote lies in the way internationalisation is interpreted. On the one hand, it is having a 'suitable proportion of international students' which reflects the practical reality of funding courses. On the other hand, there is the form of internationalisation which comes from the ideals of the academic-excellence perspective that disregards which 'parts of the world' those international students come from.

Internationalisation is understood in relation to the context of the university by PVC2, and it is thought to mean different things in different universities. Internationalisation is seen as the 'thing' that makes the university international:

One of the things that I noticed, as soon as we have to look at internationalisation, was how international we already are, as it were, in terms of the student population as one measure. So about a quarter of students are overseas, a bit higher if you count European; staff – a large proportion of staff; research obviously, lots and lots of international links and international projects, exchanges so opportunities for students to study abroad, language studies quite high as well.

PVC2 thinks that the only thing the university has not yet got is a strategy or "approach to thinking about internationalisation", and the fact that the university is already international in approach and also being of a particular type – research-led and campus-based – means that it was time it thought about internationalisation and what it meant for that particular university.

PVC3 shares this view of internationalisation in terms of staff and student numbers. For PVC3, however, internationalisation is about recruiting the best staff wherever they come from, and the university has "a very good track record in terms of diversity in recruitment of staff". PVC3 also sees internationalisation in terms of organisational research relationships

I'd certainly see it in terms of people, and in terms of organisational relationships. So that's... that can be at a variety of different levels so if we're liaising internationally with others, that can be in terms of research projects which would be principal investigator level, it can be principal investigator with maybe an industrial organisation internationally, or it may be a strategic partnership in which case it is a university-university or a university-company. So that for me is the sort of internationalisation in terms of research relationships between organisations.

The above view by PVC3 shows an understanding of internationalisation as forming links and partnerships. However, the quote seems to reflect a view of those links where the university is a 'principal investigator', which in turn appears to indicate that the university must be dominant in those links rather than accepting a position of a junior or even an equal partner. Therefore, internationalisation according to this view might be seen to be about prestige or control.

Global reputation is expressed by D1 as one important aspect of internationalisation with particular emphasis on research, teaching and learning:

It's obviously about being part of an international or internationalised knowledge system. So it's not just about the profile of the campus within the employment of the university amongst student population that includes that, but I think it is to do with being recognised as part of a wider international club within which high quality research, teaching and learning is done. That means partnerships of one kind or another, collaboration of one kind or another. It means a lot of participation of staff and students ... in international forums of one kind or another, conferences, seminars, meetings, obviously ones involving academic knowledge and obviously a lot of exchange so that we're constantly working in a sense in association with compatible, comparable institutions globally.

The reference to being 'part of a wider international club' seems to imply, for one thing, that 'international' is the arena in which the university's primary aim of high reputation must now be achieved. Furthermore, making the right choice of a partner at the global level is a key element in achieving that aim as there is a desire to work 'with comparable institutions' and not with 'inferior' ones.

D1 believes that the UK and western countries have to understand that knowledge systems are being restructured, and so they may have to "move away from the colonial model where the world is a pyramid into a more redistributed global network model". And if they do not play a role consciously in that model, they will lose their reputation and also be the losers in terms of how knowledge progresses.

The multi-dimensional view of internationalisation is shared by D2 who thinks that internationalisation is "a whole area of activities from research, staff contacts, and student support services right across the board". D2 also thinks that the university is international to different degrees in relation to different areas

I think in research it's fairly international. I think the way we're set up on campus; we're not terribly international in the way that we do things. In terms of international students [numbers] we're probably about average and maybe slightly below average.<sup>9</sup>

Internationalisation is also seen from a different multi-dimensional perspective by D3 who believed that:

Internationalisation could and should involve six elements. First of all having a clear international culture in the university, culture in the university which signals the importance of internationalisation and the variety of other things and then there are five dimensions of internationalisation: internationalisation of the student body, internationalisation of the faculty, internationalisation of research, internationalisation of educational programmes, and

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<sup>9</sup> According to the Higher Education Statistics Agency (HESA), the percentage of non-EU international students to all students in the UK in the year 2006/2007 was 15%. The percentage of non-EU international students at the university where this research was conducted in the same year was 27% (also according to HESA) which is clearly above the average.

internationalisation of support services, physical resources and stakeholder relation, so now I see internationalisation as a multidimensional thing, not just one element it can be strategized about.

D3 expresses concern that the element of an 'internationalisation culture' is the one missing from the university and that is believed to be its weakest point. D3 explains internationalisation culture in the sense that internationalisation is "integral to the university's goals" and is embedded in the university's activities in the same way it is in other world-class universities. D3 refers to the rather detached state of internationalisation at that university giving examples of not having a person responsible for internationalisation at the university or not having a budget for it.

For AL1, internationalisation is multi-dimensional and difficult to define:

I think internationalisation can have very many different dimensions. It can be about students moving between different countries, it can be staff moving between different countries or it can be students staying or staff staying in one country but still becoming internationalised in terms of the orientation, the viewpoints or it can be research, collaborative research projects across borders, so I think anything international can be actually so broad and it can affect teaching, administration, finance, absolutely anything. It's very very hard to actually pin it down to one particular aspect from the fact that you know it's something that crosses borders, whether it's information of people or something.

The above quote includes an understanding of internationalisation from an attitudinal perspective, seeing it in terms of 'orientation' and 'viewpoint'.

AL1 thinks that the university originally referred to internationalisation in terms of the recruitment of international, non-British-born students who are welcome to come to this "high class, very elite, status conscious university, good quality university".

A reference to the literature on internationalisation is given by AL2 who expresses a preference to follow Knight's (1995) definition of the term. AL2 thinks that the definition gives the best reflection of what internationalisation is as it 'clearly' distinguishes between internationalisation and globalisation.

Internationalisation refers to activities that take place involving persons' activities across national borders. Across the national borders is important – inter-national, as opposed to globalisation which more refers to the kind of force, the economic force that allows us to do things faster and easier ... interconnectedness, information and communication technology, etc, etc.

When asked what activities are thought to constitute internationalisation, AL2 thinks they are to do with research collaboration, teaching and the curriculum, and staff and student exchange. AL2 also thinks that for the university to be international, internationalisation has to be institutionalised and 'lived' by staff and students in the sense that it is taken for granted in the curriculum, for example. This seems to be a similar view of internationalisation to that of AL1, seeing it as an 'attitude'.

AL3 thinks that the university is mainly international in relation to research and postgraduate international students in particular. AL3 thinks the university has "more international students than it can accommodate" and also believes that the university does not do a lot to support those students once they are there.

From the Accommodation Office's perspective, AC1 sees internationalisation as "a very broad base community" and adds:

I think that international students are absolutely vital to the mix that you need in a university. I wouldn't enjoy working at a university where it was just all British students, I don't think. I think it adds a huge cultural dimension to the university and a broader aspect.

The interviewee draws on personal past experience to interpret the present, by giving an opinion of what the university is for and that, personally, seeking a life experience rather than the academic qualification was behind AC1 going to university. AC1 talks about how



the increase in labour market competition has meant a change in this view and so university students in general are under the pressure to perform well these days, which means that internationalisation can only be seen in relation to the new emphasis on academic performance. Accommodation is also seen to serve this aim and support academic success. According to the interviewee, if students are not happy in their accommodation, this will affect their study.

If you were to ask me about internationalisation across universities, then I think that that is probably one of the biggest differences. It's the degree to which students work and feel the necessity to work. I mean I think because we have very high intake rate and things like that, generally most of our students have a high work ethos (sic) and that helps the integration to some extent you know from an international viewpoint.

For Catering, CA1 defines internationalisation in relation to the increase of international students' numbers and refers to the obvious increase in international staff numbers in catering as well. For CA1, internationalisation is part of catering daily work in the sense that international members of staff in catering wear a nationality badge bearing their country's flag, and international food and chefs are important to the 'international' service that the university provides through the Catering department.

For HR1, internationalisation is seen in terms of the numbers of international staff and volume of international research. The university is seen to embrace an international approach and working for the university automatically means becoming members of an international community as is thought to be 'obvious' from the nationality mix on campus.

IO1 does not refer to internationalisation explicitly, but thinks that the university is international because of the increasing numbers of international students and staff. IO1 also thinks that being competitive and having a reputation worldwide is equally important:

It's all about being competitive against other countries as well...I think as we're research-led institution, I think it goes much further, that's a global thing. So you have to be seen to be in different parts of the

world with that and recognized by different parts of the world for the research that you're doing

The above view seems to emphasise the university's external image and reputation, and it seems to stress the importance of recognition on a global stage. IO1 believes that the UK in general needs to 'catch up' with regards to global partnerships.

On the other hand, IO2 finds it difficult to define internationalisation: "every time I say it, I'm thinking of it in a different way". Internationalisation to IO2 is not seen in terms of the number of partners that the university has, but rather the strengths and success of partner links. Other meanings attributed to internationalisation are those related to knowledge. It is seen to be an attempt and desire among nations and universities to share knowledge; it is the reaching out to others for knowledge. It is also seen as the "natural development of the liberal and humanist concept of what a university should be", referring to the role and goal of university to increase knowledge for its own sake.

As for IO3, internationalisation means different things to different people, but at the university at the moment it refers to bringing together all strands from recruitment to partnerships and collaboration, and putting it all together in a strategic framework:

We've become very aware that it's much more though than just encouraging people to spend time here, you've got to embrace the whole idea of being part of a global village. We have become quite interested in the idea of partnerships overseas... But I think also it's just about the fact that if you want to be a world-class university as we aspire to be, we're in the top 200 in the Times higher education rankings, whatever that means, you just can't sit in isolation from the rest of the world so there's all manner of activities that suddenly become a lot more important, you know, collaborative research, knowledge transfer, commercial activities, staff and students exchange, and what we're looking to do is really I think at the moment contextualise some of those things.

For IO3, therefore, Internationalisation seems to be a key component in raising the university's position in world-rankings. Active partnerships appear to be at the heart of that

goal. The view of internationalisation above seems to reflect a mix of the earlier 'internationalisation for high status' approach and the 'internationalisation as a culture' approach.

From the library's perspective, LB1 thinks the university is international because of the constitution of the student body, and internationalisation is understood in terms of international students' numbers:

On a local level, of course, we've seen an expansion in the number of students. We're very aware of the difference in the profile of students coming to [the university], more and more students coming in and of that there seems to be a much richer cultural mix than it was before and that's very nice to see.

Particular reference is given to short courses during the summer when a large number of international students of different age groups come to the university. LB1, however, thinks the university aspires to be more international in relation to staff members:

It would be nice to see it attracting maybe more of a mix in the academic staff than we are doing but I know there's work that's being done to try to do that.

The 'cultural mix' that LB1 refers to above could be seen to mean the same as 'national mix' without necessarily implying cross-cultural communication or understanding.

A more 'holistic' view of internationalisation is expressed by MC1. Internationalisation is seen in relation to the institution's 'ethos' and 'feel' rather than its activities.

It's very much looking at focusing as much as you can do on the whole community and if 25% of your students are not from the UK you recognise that in everything you do, and I think that's important. To me internationalisation is actually looking at the whole university holistically and seeing how, you know, marking this holistic activity or should be... Too often the university marking offices: remove the plate which says *students' recruitment*, stick *marketing* on the wall - and it's far more than

that. And international to me exactly the same, it's not too many international offices in the university or international students recruitment offices, international to me is holistic, the whole activity right across...recruiting international faculty as well.

The holistic international mindedness described above is further expressed in relation to marketing. Internationalisation according to MC1 is about the fact that boundaries are to disappear as far as communication and marketing are concerned.

I think the first issue is recognising...what internationalisation means, and I think we're well past that, we do understand what it means, we do understand that it's something which has to be everything we do everything internationally...It's that sort of approach, it's that sort of thinking you've got to bring it into the way you work across the board and say well we're going to do this internationally. I mean, we know that within the first week of term there will be pictures up on the web of Chinese students. [They] will be seen in Hong Kong, will be seen in Shanghai, by the friends, by the families, we know that, so you've got to think like that, you've got to recognise that there are actually no boundaries on a lot of the things that we do.

The above view seems to be different from the other views noted so far in that it sees internationalisation as something that opens the university up to the gaze of the world through the removal of boundaries, or at least by making them transparent; whereas so far there has been an emphasis on the university's reputation and status which may be seen to define distinct palpable boundaries.

SE1 believes that internationalisation is about the diversity of nationalities on campus, whether it is students or staff. SE1 thinks it is important for the university to be international in order to keep its position in the ranking:

The university is in the top 10 in the country so we're obviously getting something right. And to be in the top 10, we need to attract students from all over the world, you know, it's a business at the end of the day, you know, it's a business of educating people and like any other

business, it's competitive. So to me I see that if we don't get the message out there that we are embracing diversity, multiculturalism internationalism, call it what you will, we're not going to stay in that top 10 universities or top 10 in the country.

To SE1, to be international is to embrace multiculturalism, and that seems to be somehow connected to attracting international students and staying in the top 10; a rather interesting mix of causalities.

SP1, on the other hand, has the view that sports can be utilised better to promote the university's name and so give it more recognition worldwide through sports events such as the Olympics. SP1, however, expresses concern that the university's international activities through sports could only reap benefit if the university's infrastructure allowed it.

Sports does sit outside the mainstream thinking of the institution, although it is fairly visible around the place. The university is structured on very conservative traditional lines, and an international strategy, along with all of these strategies, is dictated to by its existing management structure, and its existing management structure is... antiquated.

Another multi-dimensional view of internationalisation is also expressed by SS1 who thinks about it in terms of the university's view rather than SS1's own.

I think internationalisation is, as the university working towards it, is a very broad agenda, so I think it's looking at all aspects of what we do to identify the international dimensions to those activities, and to see how that can usefully be developed and built upon... In one sense I think it's something that's easy to say but can be hard to get your head around when you're actually saying: what does that mean for me in practice in my particular area?

SS1 thinks that internationalisation covers all the university activities including marketing to international students and UK students. To SS1, internationalisation is about promoting the "very positive international community which will bring [students] all sorts of benefit

particularly in terms of developing networks, developing skills and things that would be useful to them in the future contact”. Other activities are also thought to include teaching and learning methods that take into account contributions by international students and benefits them, research links “recognising that academia is actually a very international business nowadays anyway”, and developing effectiveness in the university’s “diverse cultural environment”.

When asked what it means for the university to be internationalised, SU1 thinks the university is already international since it has seen an increase not only in international students’ numbers, but also international staff. SU1 thinks that a lot of it is finance-led, but indicates that the increase also occurs with the numbers of all students, international students and other students resulting in an international community. SU1 believes that the infrastructure supporting that is trying to keep up with these increasing numbers.

### 5.3.1.1 Discussion: meanings of internationalisation

As seen above, the interview data reveal some lack of shared understanding of internationalisation. This is more evident at deeper levels, while on the surface over half the respondents see it in terms of the presence of sheer numbers of international students and staff (PVC1, PVC3, D3, AL1, AL2, AL3, AC1, CA1, IO1, LB1, SE1 and SU1). Some examples of views of internationalisation include seeing it as a broad international community, or being competitive at a global level, or having large numbers of international students and staff, or the success and strength of particular links, or awareness of international cultures. Table 5.2 below summarises these views.

**Table 5.2 Interview Data Summary: Meanings of Internationalisation**

<b>Participants</b>	<b>Meanings of internationalisation</b>	<b>Notes</b>
<b>PVC1</b>	<ul style="list-style-type: none"> <li>• proportion of international students</li> <li>• international staff numbers</li> <li>• international community</li> </ul>	Possible clash between a ‘suitable proportion of international students’ and the ideals of the academic-excellence perspective that disregards which ‘parts of the world’ those international students come from.
<b>PVC2</b>	<ul style="list-style-type: none"> <li>• understood in relation to the context of the university</li> <li>• thought to mean different things in different universities.</li> </ul>	Internationalisation is seen as the ‘thing’ that makes the university international. Rather vague and not explained.

<b>PVC3</b>	<ul style="list-style-type: none"> <li>• international staff numbers</li> <li>• recruiting the best staff wherever they come from</li> <li>• student numbers</li> <li>• organisational research relationships.</li> </ul>	An understanding of internationalisation as forming links and partnerships where the university is a 'principal investigator' indicating that the university must be dominant in those links. Therefore, internationalisation is about prestige or control.
<b>D1</b>	<ul style="list-style-type: none"> <li>• Global reputation</li> <li>• with particular emphasis on research, teaching and learning</li> </ul>	'International' is the arena in which a standard is set and where the 'right' choice of a partner at the global level is a key element in achieving hi profile
<b>D2</b>	<ul style="list-style-type: none"> <li>• Research</li> <li>• staff contacts</li> <li>• student support services</li> </ul>	Indicating the multi-dimensional nature of internationalisation and the multiple interpretations attributed to it in different contexts. Mainly understood in relation to the university's activities.
<b>D3</b>	<ul style="list-style-type: none"> <li>• internationalisation culture</li> <li>• student body</li> <li>• faculty</li> <li>• research</li> <li>• educational programmes</li> <li>• support services</li> <li>• physical resources</li> <li>• stakeholder relation.</li> </ul>	Internationalisation culture in the sense that it is "integral to the university's goals" and is embedded in the university's activities. Reference made to the detached state of internationalisation at that university
<b>AL1</b>	<ul style="list-style-type: none"> <li>• students moving between different countries</li> <li>• staff moving between different countries</li> <li>• orientation</li> <li>• viewpoints</li> <li>• research; collaborative research projects across borders</li> </ul>	In addition to students, staff, and research, there is an understanding of internationalisation from an attitudinal perspective, seeing it in terms of 'orientation' and 'viewpoint'.
<b>AL2</b>	<ul style="list-style-type: none"> <li>• research collaboration</li> <li>• teaching and the curriculum</li> <li>• staff exchange</li> <li>• student exchange</li> <li>• has to be institutionalised and 'lived' by staff and students</li> </ul>	Internationalisation in terms of university activities. However, the view of internationalisation as 'lived' seems to be similar to that of AL1, seeing it as an 'attitude'.
<b>AL3</b>	<ul style="list-style-type: none"> <li>• Research</li> <li>• postgraduate international students</li> </ul>	No explicit definition of internationalisation. Importance given to research and students' numbers, particularly on postgraduate courses.
<b>AC1</b>	<ul style="list-style-type: none"> <li>• Community</li> <li>• international students</li> </ul>	Again, it is not clear what is meant by 'community'. Internationalisation is seen as that community mix to which international students are thought to be vital.

CA1	<ul style="list-style-type: none"> <li>• international students' numbers</li> <li>• international staff numbers.</li> </ul>	Internationalisation is part of catering daily work where international members of staff wear a nationality badge bearing their country's flag, and international food and chefs are important to the 'international' service that the university provides.
HR1	<ul style="list-style-type: none"> <li>• numbers of international staff</li> <li>• volume of international research.</li> </ul>	The university is seen to embrace an international approach and working for the university automatically means becoming members of an international community as is thought to be 'obvious' from the nationality mix on campus. That is, 'community' is just a collection of people.
IO1	<ul style="list-style-type: none"> <li>• International students numbers</li> <li>• International staff</li> <li>• Global Competitiveness</li> <li>• Global Recognition</li> <li>• Global partnerships</li> <li>• Research</li> </ul>	Student and staff numbers seem to be the main indicators of how international the university is. IO3 thinks also in terms of being competitive and gaining recognition on a global stage.
IO2	<ul style="list-style-type: none"> <li>• strengths and success of partner links</li> <li>• share knowledge</li> <li>• "natural development of the liberal and humanist concept of what a university should be,"</li> </ul>	Referring to the role and goal of university to increase knowledge for its own sake. Internationalisation is seen beyond university activities. It is more about the university's identity and aim. University does vs. university is.
IO3	<ul style="list-style-type: none"> <li>• recruitment</li> <li>• partnerships</li> <li>• collaboration</li> </ul>	Internationalisation is a key component in raising the university's position in world-rankings. A view of internationalisation to reflect a mix of the earlier 'internationalisation for high status' approach and the 'internationalisation as a culture' approach. It is seen to be multi-faceted, but mainly still about the university's activities.
LB1	<ul style="list-style-type: none"> <li>• constitution of the student body</li> <li>• international students' numbers</li> <li>• staff members</li> </ul>	LB1 also refers to a 'cultural mix' which could be seen to mean the same as 'national mix' without necessarily implying cross-cultural communication or understanding.
MC1	<ul style="list-style-type: none"> <li>• 'ethos' and 'feel'</li> <li>• boundaries are to disappear</li> </ul>	Internationalisation as something that opens the university up to the gaze of the world through the removal of boundaries rather than emphasising the university's reputation and status.



<b>SE1</b>	<ul style="list-style-type: none"> <li>• diversity of nationalities on campus</li> <li>• students</li> <li>• staff</li> <li>• keep its position in the ranking.</li> </ul>	To be international is to embrace multiculturalism, and that seems to be somehow connected to attracting international students and staying in the top 10
<b>SP1</b>	<ul style="list-style-type: none"> <li>• Profile</li> <li>• International activities</li> </ul>	It is thought that sports could be utilised better to promote the university's name and give it recognition worldwide through sports events such as the Olympics. Emphasis is on the university's international sports activities as a means to raise its profile in other areas.
<b>SS1</b>	<ul style="list-style-type: none"> <li>• marketing to international students and UK students</li> <li>• positive international community</li> <li>• teaching and learning methods</li> <li>• research links</li> </ul>	Internationalisation is seen mainly in terms of university activities. There is, however, an explicit reference to cultural aspects of it.
<b>SU1</b>	<ul style="list-style-type: none"> <li>• international students numbers</li> <li>• international staff numbers</li> </ul>	Internationalisation again in terms of numbers. A financial rationale is given, and concern expressed about the amount of support available to the increasing numbers of students.

Underlying the participants' views may be differences in individuals' roles as well as their worldviews. The data collected show that individuals in various positions at the university tend to view internationalisation from the perspective of their own role within the university and emphasise aspects of internationalisation that they are most regularly in touch with in their daily jobs. To illustrate, Accommodation, for example, puts more emphasis on student communities in university halls of residence and is more interested in improving integration between home and overseas students on the one hand, and between different student nationality groups on the other; whereas central management's focus is on recruiting the 'right' people "wherever they come from", and achieving competitiveness and moving up the rank on a world stage. This shows some kind of divide in terms of priorities. Although the different priorities may not necessarily be contradictory, the fact that they are different means that bringing together an institution, where there is a relatively high level of autonomy, in relation to internationalisation and implementing a centrally-promoted strategy, might be a challenge. This is especially the case when the international strategy document is interpreted and perceived differently by the different departments' managers as will be explored in the next section. The predominant view of internationalisation is that

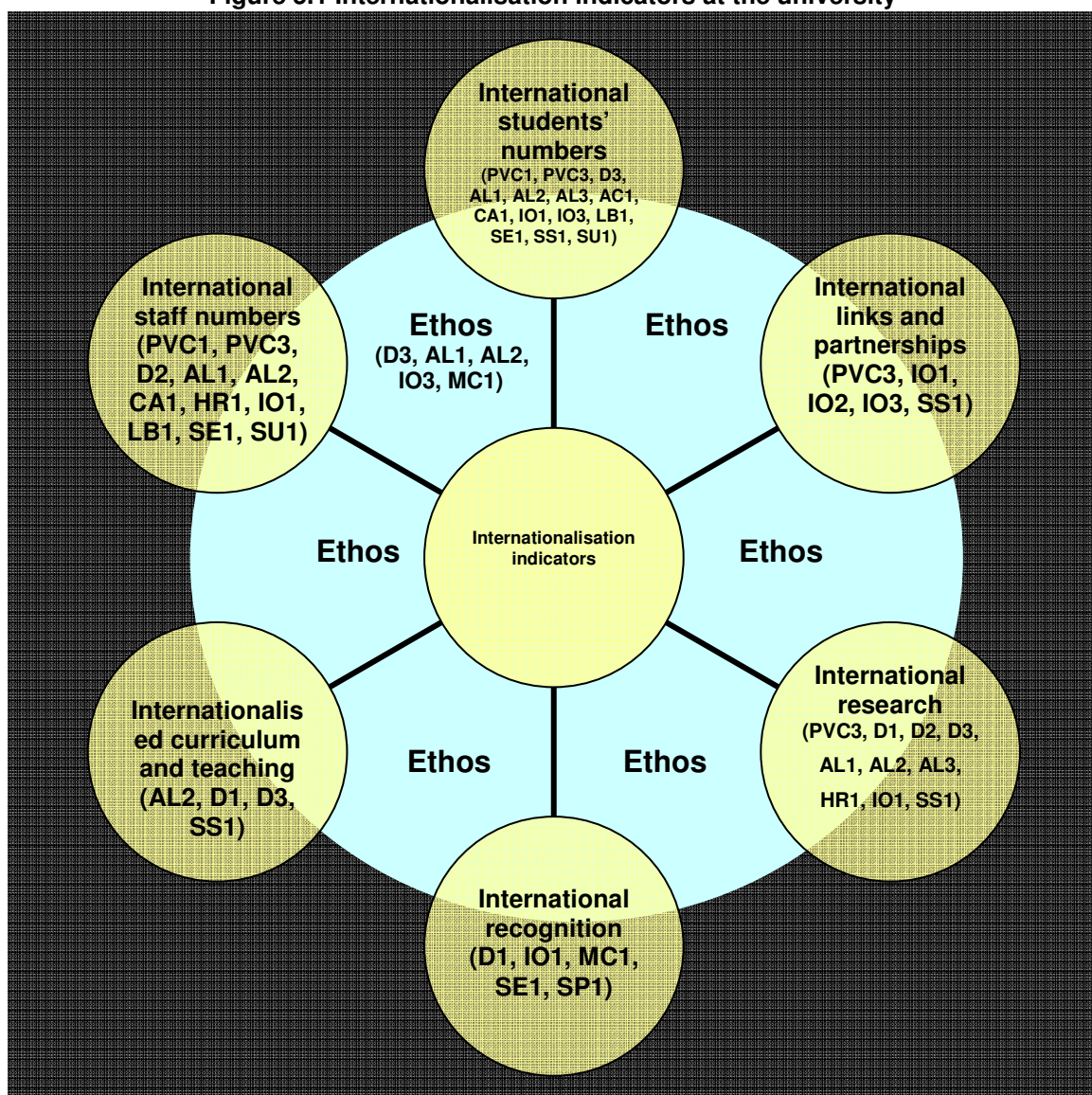
it is a goal to reach. It is 'somewhere' and the institution needs to move from 'here' to 'there' to achieve that end-state, presumably through implementing appropriate strategies.

As seen above, no single definition of internationalisation is agreed on by different individuals at the institution concerned. This is unsurprising considering previous attempts at pinning down the notion of internationalisation, rather unsuccessfully as seen in the Literature Review chapter. Altbach and Knight (2007) see it in the ways HEIs respond to forces of globalisation in the form of practices and policies. This view is especially seen in the responses of PVC1, PVC2, PVC3, D1, D2, D3, IO1 and SS1. Elliot (1998) also shares this view of internationalisation. Stier (2002), who sees it as a policy, believes the term is ambiguous and other terms such as 'intercultural education' may be more useful. De Wit (1995) replaces the term 'internationalisation' by 'international education' and defines it in relation to the curriculum, student, staff and programme exchanges, and also in relation to the ethos and attitude of the institution. These views are represented in almost all respondents' accounts to different degrees. Rudzki (1995b:421) sees it as a "defining feature of all universities" with the aim of "achieving excellence in teaching and research". This view is shared by PVC3, D1, D2, D3, AL1, AL2, AL3, HR1, IO1, and SS1. Knight (1995) defines it as the integration of "an international dimension" into the university's activities and functions. Knight (1995:28) adds an international dimension is a "perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of an institution of higher learning". Although reference is observed in the interviews to an international culture (D3), international orientation or viewpoint (AL1), and an international ethos and feel (MC1), it is not clear how these are to be introduced or integrated into the university's activities or services.

As a multi-layered, multi-faceted term, its understanding depends to a large degree on which of its elements is most prominent in the mind of the user. From the data, it would appear that the respondents, taken as a whole, believe that internationalisation has six 'indicators': international links, international students, international staff, an internationalised curriculum, an international recognition, and international research. These are taken to be 'easy' to measure and important to achieve an international outlook or ethos (figure 5.1). The respondents also seem to indicate that it is, therefore, easier to determine when this ethos is lacking, from a deficiency in any or all of the indicators. The views of the ethos in the interviews seem to reflect the literature where De Wit (1995), for

example, refers to the ethos approach to internationalisation, which is thought to be achieved through creating a culture that values internationalisation at an institutional level. The ethos as a specific goal, rather than the indicators themselves, is rarely mentioned by the respondents, who do talk of an international community that, presumably, embodies such an ethos. And so the question is: what do they mean by 'international community'? And does putting people from different nationalities together in one place make an international community? Or is it the university's approach to provide opportunities or actively encourage the making of such community? To answer these questions, further research in the life on campus, on the ground, is needed.

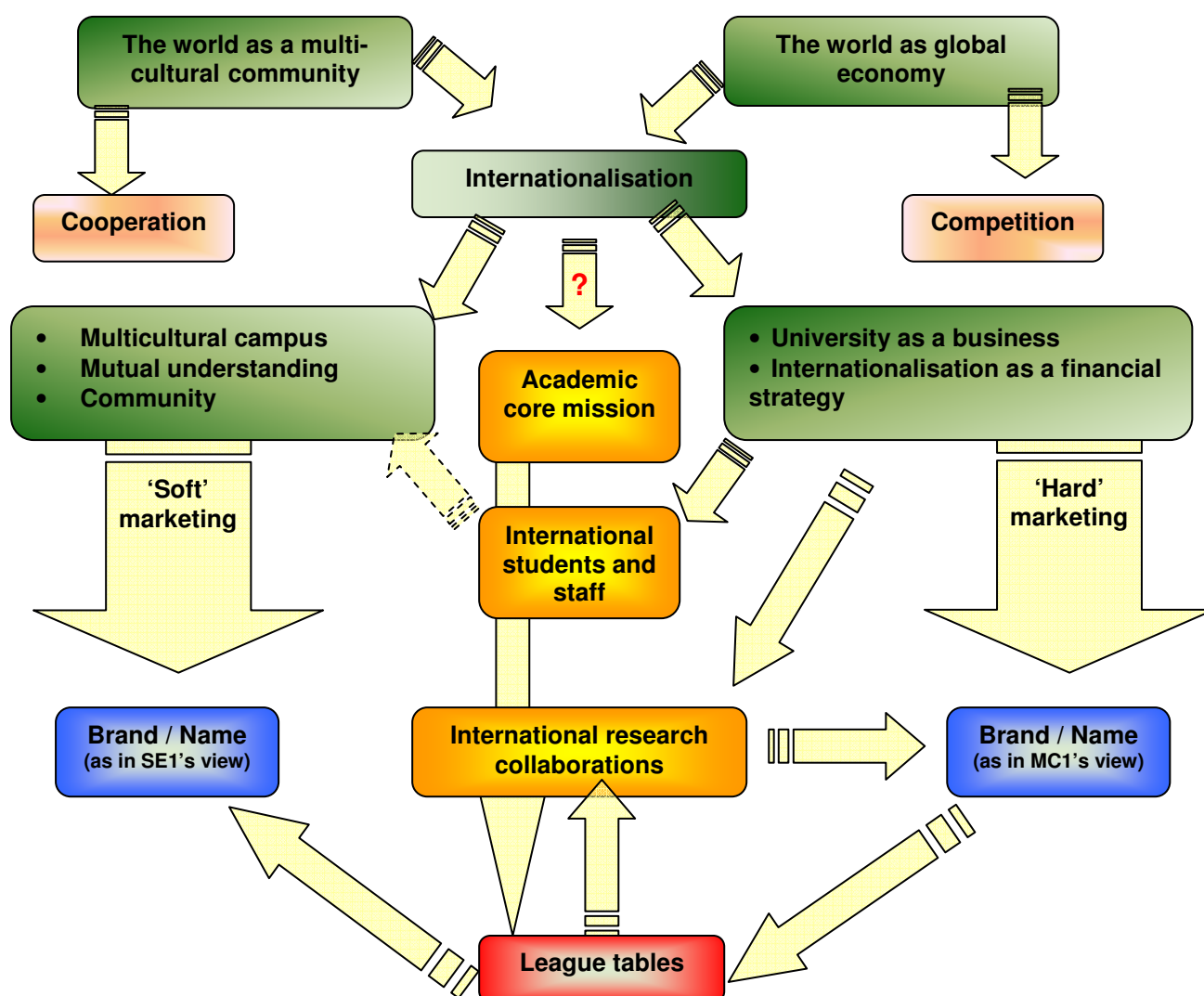
**Figure 5.1 Internationalisation indicators at the university**



From the interviews, internationalisation seems to be seen as policy and practice, a set of activities that lead to a state of being internationalised. Although on occasions it is described as 'always work in progress', it is, nonetheless, referred to as 'work' to be

completed. This seems to match to some degree the views in the literature (Altbach and Knight, 2007; Elliot, 1998; De Wit, 1995; Rudzki, 1995b; Knight, 1995). Two views of internationalisation seem to be expressed by the respondents (figure 5.2). The first sees the world as a global economy, and so internationalisation becomes more of a 'financial strategy' where marketing, branding, international reputation and ranking in the league tables are vital for the survival of a business-like institution. The second view of internationalisation, on the other hand, perceives the world as a multicultural community in which co-operation, partnerships and mutual understanding, as well as a multicultural campus, are core elements of a truly internationalised university. However, although the second view is not said to be prompted by financial imperatives, the interview data show that 'soft' marketing is an aim of such an approach. This is illustrated through some respondents' emphasis on the importance of research collaborations and the recruitment of international students, for example, where this is thought to contribute to income generation, as in the views of PVC1, D3, AL1, IO1 and IO3. Internationalisation is seen to be in conflict with academics' core mission (as in D1's view above), which is, in turn, seen to be contributing towards the university's rank in the league tables through academics' research and work. The university's brand, according to the first view, is achieved through marketing and the international strategy is thought to attract international students whose presence is thought to result in an international community, and that, together with the university's position in the league tables, is believed to contribute to its name and reputation. International research collaborations are thought to be contributing to, as well as enhanced by, the university's position in the league tables.

Figure 5.2 Views of internationalisation at the university



The above views might also be seen to correspond to Sanderson (2004) and Appadurai's (2001) binary categorisation of internationalisation as weak vs. strong, or to Turner and Robson's (2008) continuum from symbolic to transformative internationalisation. Many interviewees seem to refer to weak or symbolic internationalisation in the sense that they see it in relation to numbers of international students and staff and partnerships. Only some (PVC1, D3, AL1, AC1, MC1, SE1 and SS1) refer to strong or transformative internationalisation which is to do with international community and culture, although, as noted earlier, respondents do not explain what they exactly mean by these terms.

The respondents' interpretations of internationalisation are also reflected in their views of the university's newly created international strategy. In the next section, I explore the interviewees' views on the international strategy.

### 5.3.2 The international strategy

The university's international strategy (Appendix 2) was another point of discussion in the interviews. Views and interpretations of the strategy varied considerably.

To begin with, PVC1 believes that one implication of the strategy is to encourage departments to try to be specific, and the university to be explicit, about what they do and how they do it. The strategy is seen to be important for the university's identity and how the university views itself as a competitor in the international marketplace. In addition, one implication of the strategy, according to PVC1 is

Being absolutely clear to students about expectations and about where they can go if they're having problems in meeting those expectations. We have encouraged every department to have one person who, as it were, specializes in non UK students. So who will have had some training in the different...possible presenting characteristics of students.

In other words, the strategy is seen as a reflection of the image of the university it wishes to project to potential international students. PVC1 also sees the strategy as being enhanced in practice by a support system for those international students studying at the university, although possibly suffering from a stereotyping approach to these students.

PVC2 thinks that the international strategy is important in the sense that it provides a 'high-level overview' of the university's successful international activities and the increase in the numbers of international students. The strategy is seen to be a result of the recognition that for international student numbers, as one drive, to be maintained, a formal document reflecting an understanding of the international student market is needed. PVC2 adds:

[It] wasn't just enough to recruit people, when people got here you also have to have the right sort of services and support. So the international office had produced a number of documents really analysing the situation so there had been discussion at the university executive and so on, some discussion around issues of the rising of internationalisation. The students' experience and strategy committee had also produced some papers arguing we needed a stronger international strategy.

The strategy is, again, seen to be providing a framework for the university's services and support systems that need to be 'internationalised' as well. PVC2 gives a specific example of the Careers Services and how it could reflect on what it offers for the university to be international in the sense that "part of it is about the home students and their international experience, so for home students who we have to... prepare for ... living and working in a global society". PVC2 also sees the strategy as important in increasing the university's 'visibility', and so raising its profile:

We have to have a profile and visibility, so part of what we have to do is make all this visible and known internally and externally so there's a profile issue. We won't keep recruiting international students if we don't have a high profile ... So if we want to continue with an international students community, which we do, then we do need to be focused on this and to make it something that we draw attention to.

There is a two-way relationship between the recruitment of international students and having a high profile, according to the views presented by PVC2. On the one hand, the international strategy is seen to be one means of maintaining the increase in the number of international students, thus raising the university's profile. On the other hand, having a high profile means continuous recruiting of international students.

PVC3 sees the strategy as a formalised reflection of diversity as far as research and research community are concerned.

I think this is to ensure that we've already got diversity in terms of the population of researchers, academic postgraduates, postdoctoral... to get the best wherever they come from. So I think in terms of internationalisation, the strategy itself is not dictating, it's a matter of ensuring that we're achieving the best possible population of researchers that we can, but in a sense it's formalised by the international strategy because it's saying we want to have that diversity.

The above quote seems to suggest that diversity in terms of where the researchers come from is also about attracting the 'best' of those researchers regardless of their nationalities. The question that this raises is whether having the best researchers allows for such diversity, since it is very much possible to find those within a single nationality group.

PVC3 also believes that the strategy is a way to ensure higher ranking 'on the world stage':

If we want to be a university which is recognised on the world stage, we need to raise our awareness internationally. I think the strategy is a way of doing that, and these things will convert to a circle, if we're known on the world stage, and respected on the world stage, then people want to come.

In this sense, PVC3 thinks of the strategy as a tool that raises the international awareness of people at the university and outside, thus providing the means for the university to gain recognition and so attract people. Gaining global recognition seems to be one aim of the strategy, and having diversity as an aim reflected in a formal document appears to be the way to attain that recognition. Being competitive and following the steps of 'other universities' that focus on their 'internationalisation agenda' seems to be the other side of the same coin of being globally recognised and belonging to a 'global club', as PVC3 states:

If others are forging strategic partnerships internationally we could find ourselves being left behind. So I see that as responding to opportunity but also driving things forward in the way our competitors are driving things forward, it's a highly competitive sector.

However, competitiveness is not seen as the only motivating need. Some external factors or pressures seem to push the international strategy agenda but are hoped not to be the only drive, as D1 puts it:



The HEFCE<sup>10</sup> is pushing it and is asking for what our strategy is, but I'd like to think that we're not doing it simply because HEFCE is asking us. I think we've been more proactive than that.

The international strategy at the university is seen by D1 to be bringing together and harmonising initiatives that would otherwise be going in different directions. The strategy according to D1 "is providing a reinforcement of what has been separate practice".

D2, on the other hand, thinks that the international strategy is a way to 'justify' certain university activities:

I think having something...a lot formally laid out strategy gives it a bit more authority than if it's not a formally set out strategy. Whether it changes people's individual behaviour significantly I'm not sure because I think everyone has been aware of the international dimension of what we do whether we have a strategy or don't have a strategy, but certainly having a strategy makes it easier to justify things like international exchange programmes or taking international students.

Here, the strategy itself is not thought to be necessarily important at the individual level, especially that awareness of the university's international dimension is believed to be already there. The strategy seems, however, significant for the image of the university and its international activities. This could be interpreted in terms of Rudzki's (1995b) reactive or ad hoc internationalisation path, at the point where the central administration decides it needs to 'regularise' activities. It may be argued that creating the strategy is about extending power and control over what is already happening in the university.

In a similar view of PVC3 above, D3 also refers to the university's image and visibility to the world when talking about the international strategy:

[The university] needs to have an international reputation as well, and if that's the case then it has to have international visibility in other parts of the world as an institution. So it's not just whether your professors

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<sup>10</sup> Higher Education Funding Council for England

are international as individuals, it's whether the institution, the departments in the institution, is visible on the international stage, and that won't happen unless the university wants it to happen.

The strategy appears to be the way to facilitate the raising of the university's international reputation. Furthermore, according to D3, the university does not seem to have a choice of whether or not to have an international strategy if it wants to retain its place on the international stage:

Higher Education is a global theatre at the moment and universities are collaborating to compete effectively, and if you don't collaborate... you get left out of the clubs because you know you're going to be weakened reputationally and materially, so I don't think the university has any choice. This is a question of how it does it, where it does it and the speed at which it would do it.

D3 believes that the international strategy of the university emerged due to a few drivers:

The national policy...the pursuit of privatisation, the obvious Internationalisation of Higher Education, the collaborative agreements have been made, the obvious financial need to recruit overseas students and generate external research, so it's the changing context which is driving a lot of this.

According to D3, therefore, what is driving the international strategy seems to be external in nature, which is in turn understood to affect the internal affairs of the institution. The reference to a changing context is of particular importance here as it reinforces the view that the international strategy comes as a reaction to the university's context and its interaction with outside factors. So, the process of formulating the international strategy does not seem to be as proactive as is thought. It might also be argued that external contextual forces and – according to D2's comment – internal activities together, may be pushing the administration towards a formalisation and control of international activities.

However, in facing the external changes, D3 expresses some uncertainty as to where the university will be responding to that change:

There are still big choices what to do ... about where to internationalise, where to concentrate, on which parts of the world, because you can't ...be...visible everywhere.

The above view appears to reflect the concept of internationalisation abroad, the outreach, the university's external image and its relationship with other institutions in other countries.

AL1, who also sat on the international strategy steering committee, thinks that the making of the international strategy provides a new way of thinking about internationalisation. AL1 refers to what is described as having a "different mental model":

To think about partnerships with HEIs worldwide, not in a commercial sense only. So I think that's an important implication, to think about the so-called international students very differently. And to think about home students differently, so I think... it's a policy shift.

Although 'differently' is not explained, and despite AL1's multi-dimensional view of internationalisation mentioned earlier, AL1 seems to refer particularly to partnerships and students, international students and home students, when talking about the international strategy. AL1 also thinks that through the strategy the divide between these two groups of students is to be eliminated and the university community is to be addressed as a whole, emphasising the importance of the internationalisation of the university community and cross-cultural communication:

I think there was a sort of a mental breakthrough when we stopped thinking about British students and international students as two separate polarised entities...And we're now thinking much more about the internationalisation of the university community as a whole... It's become much more how do different groups of students originating from different countries actually learn from each other.

According to AL1, the strategy comes as a result of a better understanding and 'wider commitment' to internationalisation, as well as the university wanting to be visible at a global level and to generate income.

AL2 thinks that the strategy, at least within AL2's department, is driven by external 'pressure' that raises the department's awareness of the fact that it needs to internationalise:

[The department] is aware that internationalisation, in one way or another, is important. We recently had a visit from [external] agencies and they had in their criteria questions 'how do you internationalise your programmes? What do you do? Please give us evidence beyond simply saying that [you have a] strategy and that you think it's important'. They really look at what you're doing... so there will be challenges to the [department] to think about internationalisation ... but is there really an explicit strategy? Not so much, I think. It's more triggered because [the agency] came along and they made it explicit that they think internationalisation is important, and that was the trigger for the [department] to say, 'Hey we have to think about it'.

AL2, on the other hand, sees the strategy as an incomplete document in the sense that it does not prescribe instruments for action; and no follow-up seems to be indicated:

[There is] nothing wrong with [the strategy], but it's still very abstract, and it's not instrumentalised...Most people say 'yeah I accept that', but I think it's more important to make something of the strategy, challenge those in charge of the strategy to put instruments in place...Does the expected level now understand that us, academic staff reading this strategy, that we will follow that?...Strategy is the beginning and if you endorse that, take the next step, and the next step is: what is the university going to offer to support staff and students to [follow] this strategy.

AL2 seems to be most concerned with what is expected of staff and students as far as the strategy is concerned. AL2 questions whether the strategy clearly states what is required of those who are to implement it. The lack of direction is also reflected in AL2's sense of not being sure where the university as a whole is going with the internationalisation process:

There's no reference at all to a follow-up, I guess, so that makes me curious again, but also negative in terms of follow-up. Because if I would develop the strategy and I intended to follow that up with different sets of mechanisms, I would mention that in the strategy section. So it is a strategy, for sure it needs further development and work... just to inform the audience, the leadership: OK this is not the end. Now it looks like it is the end, or else we're not communicating effectively, that could be another explanation but it looks like it ... I'm not fully aware, despite my interest in internationalisation, I'm not fully aware of where the university is heading.

The idea of communicating with the centre is strongly stated here. AL2 refers to what could be one major barrier to the implementation of the international strategy, as will be seen in the next section below.

The above rather negative view of the strategy is also shared by AL3, who is involved in international students' recruitment. AL3, who had not seen the strategy before the interview, thinks that some items on the strategy document, such as recruiting international students and staff, are already taking place. AL3 also believes that the document itself is not going to change anything at the university. AL3 refers to the fact that the university is not particularly good at maintaining relations with alumni at an international level.

According to AC1, certain items on the strategy document provide points for action on AC1's part. The aim to offer opportunities for international scholars to visit the university means that accommodation needs to be more widely promoted to encourage that. Also, increasing the numbers of international students, taking into account the mix as another aim in the strategy, requires certain adjustments and service improvement by the accommodation office. AC1 plans to have six Residential Tutors, whose job involves students' welfare and social events and who live in university halls of residence, to be "specially designated as 'international' liaison links with the Service and the International Office" to provide appropriate support to international students. However, from an Accommodation point of view, lack of resources stands in the way of maintaining the 'right' mix:

It would be better if we're able to have sufficient resources to house a better blend, a better percentage of all the different home and EU and overseas students... When you have too many Chinese that the ratio of Chinese was so much higher than every other nationality, and so it's a very difficult decision to take, especially when there's a lot of fluidity in allocating flats what you start out with.

For CA1, the strategy is a way forward, and that is understood in terms of recruiting international students and providing the services to them, and also recruiting international staff to meet the needs of overseas students rather than to raise the university's 'academic profile':

[The strategy] is actually helping us a great deal to move forward...Recruitment is very important to us. We've had a chef come over here for interview from India, because that's our next market, and we try to employ some local chefs. But then there's a visa problem, and they need to get more support from HR and how to get help and assistance on that...We've had to let them go because they were not allowed to work in the UK...We try to get them on board, we try and help in the recruitment of these people, so [that we] can get more authenticity.

CA1 emphasises the importance of the change in the provision of services to which the international strategy lays the way in order to accommodate for a wider nationality mix on university campus. Another important element for CA1 is the training given to catering staff to raise their awareness of the different cultures and nationalities of the student body as customers.

HR1 sees the strategy as important in the recruitment of international staff. The strategy, according to HR1, encourages more recruitment of such staff. HR1 thinks, however, that not having international staff does not necessarily imply lower quality in teaching and research, and that staff are employed based on merit and government policies. HR1 expresses concern whether the university is doing enough to support and train international staff, an area that HR1 thinks needs to be explored further.

IO1 believes that the international strategy is important for the university as strategic thinking is needed especially in the way support is given. IO1 says that the international office has provided advice and help in the planning and writing of the strategy which is vital at this time of the university's development:

For one, there are a lot more international students coming here, I think. There have been lots of surveys on student satisfaction as well...like barometer...that found that international students are not as happy as we'd like them to be. So, I think lots of things are having to be put in place to improve their experience; otherwise we might lose international students coming to the UK because there are lots of other competitors they can go to.

Increasing the numbers of international students at the university is encouraged by outside influences, according to IO1. However, maintaining those numbers seems to be a difficult task due to the very same influences:

The government is kind of leading initiatives as well, there's the PMI1 and 2, that's all to do with creating more partners abroad...because I think they recognize [that] we need international students in the UK...even though sometimes it's hard to believe because they're bringing stupid immigration rules that cost students so much money to extend their visas and things like this.

IO1 does not explain how to deal with this contradiction but thinks that it is important to have the support system in place for international students who make it to the university through the strict regulations.

On the other hand, IO2 sees the strategy as pulling together initiatives that are otherwise going in different directions. IO2 refers to the decentralised character of the university and thinks that after years of growth "in terms of size and identity", and of fragmented departmental efforts and initiatives, the strategy would have a harmonising effect. However, IO2 sees the strategy as enlightening in terms of the understanding of whether those initiatives need to be brought together in the first place:

We've got a situation where departments are going in different directions for different reasons. And even if we decide that we're going to continue with that, it'll be useful to have some recognition of what the drivers are, and how perhaps we're going to achieve the goal, one goal, or is there going to be different goals, different needs?

IO2 thinks that one important reason for having an international strategy is to regulate the use of resources at an institutional level. IO2 expresses concern about initiatives starting with limited resources to back them up, and so ending "in a disaster" for students, staff and partners:

I think it's really important that we're clear from the beginning about what we deliver and how we're going to deliver it... so I don't want to get to the position where the quality of being involved with [the university] falls below a certain level, and the only way to stop that happening is to make some kind of decision about where we're going up and how we're all going to pull together towards [one goal].

IO2's reference to the 'disaster' of not accomplishing a target of the university's initiatives internationally seems to arise largely from a concern about squandering resources, but also a concern over the 'image' of the university and its position in relation to the outside world. IO2 also seems to feel strongly about IO2's professional identity in relation to the university as an institution.

IO3 sees the international strategy as "very much a framework... and what it needs is fleshing out in certain areas." And although, according to IO3, the meaning of internationalisation is not yet fully established at the university, the international strategy document provides direction for the university's 'internationalisation activities', the allocation of resources "into the most effective channels", and bringing together isolated academic efforts:

I think for us, internationalisation is bringing together all of these strands; everything from recruitment right away through to partnerships and various forms of collaboration, and putting it in



some sort of overall kind of strategic framework so we know where we're going.

The international strategy document here seems to be giving 'focus' to the otherwise divergent activities, but, according to IO3, this does also mean following regulations and restrictions:

And of course there are also certain things, like quality assurance, to take into account, we mustn't have people going off and doing things without proper reference to our corporate planning or quality assurance mechanisms, that kind of thing. So, partly, there's an administrative and procedural element to it.

The international strategy is seen by IO3 as a way to regulate activities so they conform to the central corporate plan of the university, which, in its very existence, implies a model of the 'culture' of the university. This could also be seen to imply a view of the university as a monolithic, bureaucratic, corporate being. However, the strategy document is seen as the beginning of an institutional understanding of internationalisation and IO3 thinks that only parts of the document will be focused on, as priorities need to be considered along with the limited resources available to work towards the aims and objectives that the document refers to:

I think it's fair to say it's a beginning, and also it's a commitment to think seriously about internationalisation, partly articulating our views on the subject, but it's obviously a very brief document, very broad document. I rather suspect what will happen inevitably is certain things will be focused upon because, again, of resource limitations and nothing else, and then others will be fit within that, and perhaps be given secondary consideration. They won't be overlooked altogether but we'll need to also agree on priorities.

IO3 gives three reasons for creating the international strategy at this time of the university's life. First, the university has become very successful in recruiting international students, and as IO3 puts it:

What's happened is, we've got to the point where we've become so much an internationalised student community, and staff community, so I think that's the major catalyst for having the internationalisation strategy.

Second, there is the need to keep the numbers of international students up as there is a risk of losing them, the university's market share of future recruits:

One of the ways to look at it, of course, is if all of these students suddenly stop coming, or if something happened in the global education market that would impact on their ability to come here, it would have a huge effect upon the university. So, I think it's partly the rise of this as a consequence of being very successful in terms of encouraging people to come and spend part of their life.

This view might be seen to suggest that the ultimate rationale for recruiting overseas students has become financial, because of the university's dependence on them, which might not necessarily have been the way it started.

The third reason for having the strategy, according to IO3, is to ensure that the university has a 'visible' place among other highly successful institutions in a competitive environment:

We need to embed [the university] in a very different way in countries around the world, and really build a much firmer network of communication with people who are of similar mind to our own. In a sense, the strategy has come part way through the process of internationalisation, I think. We're not starting from the very bottom of the cone.

IO3 seems to believe that the strategy comes as a 'natural' step following the success of the university, which needs to be maintained through the strategy itself.

On the other hand, rather than merely setting the route for the university's future activities, LB1 sees the strategy as a reflection on where the university is at the moment in the sense that it is

Jotting down what's happening, but also projecting where you position the university and where you'd like it to be. So, I imagine that part of it is a reflection of what happened with the number of international students we have attracted to [the university], and research that's been attracted here, but it's also about where you want to be and how you want to be seen. Consequently, more international students coming does have some effect. We need to look at our system and make sure that we're understanding our student body in a way [that] maybe wasn't easy to understand before.

The above view seems to indicate that the strategy is, to some extent and according to LB1, a 'reactive' document in the sense that it is responding to what is already happening, a similar view to that of D2 above.

Cultural understanding is of importance for LB1 when looking at the strategy. LB1 sees the strategy as a way to understand international students, although the language LB1 uses to describe them (as customers) is that of commerce and the market:

We need to be careful about customer care. We need to make sure we understand the different cultural drivers for people. We've done a lot of stuff on staff development and costumer care.

MC1, on the other hand, describes a marketing strategy as a central and embedded strategy for the university, within 'other' strategies:

My strategy is to do the best for the university as markets change. Whilst we have an indicative marketing strategy, we haven't actually written down: 'this is what we're going to do'. In fact, the marketing strategy is written down in teaching and learning strategy, research strategy, mission strategy, our research relations strategy, and it's all

almost within those. I think the overall marketing strategy is actually the branding and positioning, is the top level stuff. So, what the university really wants to be and where we see ourselves in 20-25 years, and a lot of that actually, that marketing strategy, is to do with the way that markets again change.

With reference to the 'indicative marketing strategy', MC1 echoes an earlier comment by AL2 about not having any action plans to go with the strategy. MC1 obviously argues from a marketing point of view, and goes further to indicate that a business approach is the university's leading strategy by describing it as "top level stuff". MC1, however, sees in the strategy more than just recruitment of international students. MC1 thinks that the diverse community of international students requires more attention to its needs as far as marketing is concerned:

It's developing into an international market, increasing students' recruitment but recognising that it's more than we just simply go and recruit people. But now we want to do something more; we want to make this academic community, we want to make it recognise people have different needs, diverse...eat differently, little things like [an Asian food shop on campus] that actually made quite a difference.

Although the above view includes a clear reference to diversity, this is still, in the context of what MC1 has said, about students as customers and niche marketing.

However, the strategy to MC1 is a long-term commitment and is not a temporary 'trend' or 'brand' and it is "a pretty major statement in terms of the university, in terms of its brand and its position".

SE1 seems to think that the strategy document itself, in the way that it is worded, does not mean much. SE1 does, however, believe it is important for an institution to have such a document listing the goals it is working for:

The higher level mission statements and strategy visions and strategic goals and all that, I guess, organisations have to have those visions that they're working towards...I want to get down to this, which is the

aims and objectives: how are we going to achieve [them]? Now, I appreciate we've got our own visions and that sort of thing, but sometimes I think [it is] too much verbiage

SE1 thinks that there is a core message that is missing from the strategy that needs to be there; a message addressing the 'real' issues at the ground level, although what is meant by 'real' is not explained:

I'm not an academic, I think [the strategy] says a lot about nothing, and it is detached from the real message that perhaps ought to be getting across, you know, this is the ground, the grassroots of what we should be doing.

SE1 believes the strategy document is important for the university if it wants to remain in the top ranks. SE1 thinks that the strategy contributes to the university's image as "embracing diversity, multiculturalism, internationalism, call it what you will". This in turn benefits the university in terms of the recruitment of international students and also in terms of ranking.

It's a business at the end of the day. It's a business of educating people. And like any other business, it's competitive. So to me to see that if we don't get the message out there...we're not going to stay in that top 10 in the country. So I think it's very important from that perspective.

What SE1 describes above is a view of higher education as a competitive business in which a strategy is the means to remain at the top. The external image of the university seems to be of prominence here.

Perhaps not surprisingly, SP1 focuses more on the place of sports in the international strategy. SP1 expresses concerns that sports is not well-utilised in the strategy document. SP1 thinks that if the university is to be 'honest' about its international profile, it needs to recognise that sports is one of the areas that have to be considered more seriously:

My view, at the moment, is that sports is not being properly utilised within the international strategy. I think the papers that I have read sort of make a nod to sports, but they don't really put it as a central theme within the strategy.

SP1 adds that sports could be used as the means by which the university's profile might be raised in all other aspects in the sense that sports can be used to promote other university activities. Moreover, SP1 believes that sports provides a more obvious and efficient way for the university to move up in the ranking, an opportunity which the university, according to SP1, does not seem to take full advantage of:

The university, to my understanding, is keen to move up through the league tables within the international community...I believe that the way that league table is constructed at the moment is really as much about name recognition as anything else. So, we need to develop a marketing strategy, internationally, that enhances the name recognition of the university. We can see the pictures of the university around the world through the exports of our athletes, but we don't do that as well as we could do at the moment. We don't brand our athletes properly.

The focus here is, again, on raising the university's profile and ranking using sports as a tool, but within an approach that is fundamentally market-oriented. SP1 seems to think that if sports were more of a priority, the university could achieve more on the international stage.

SS1 thinks that the strategy is brief and more details need to be elaborated on in all areas. In talking about the motives behind the creation of the strategy, SS1 says the strategy is the university's response to government pressure and the pressure of competition:

I think nationally, I think there's been a government steer to increase the recruitment of international students, but also... to ensure that British universities are able to continue to compete in a global context, to recognise not just in relation to students, but in relation to research, in relation to innovation and technology. But actually universities, as in

common with most businesses now, are not just competing with other UK organisations but are competing potentially with the rest of the world...I think it's a combination of globalisation and increased level of competition has forced us, I think, quite rightly, to realise that we will rise or fall on our ability to meet that challenge, on our ability to be relevant and to stay relevant to the global community, whether it's other scholars, whether it's students, other innovators. So, I think that's probably why it's all coming to a head, I think we're just waking up to the reality out there.

A reactive approach, similar to the views of D1 and LB1 above, seems to emerge in SS1's quote in the sense that the strategy is seen as a response to external pressures. And, again, the university is described as a business facing strong competition from 'the rest of the world'. It places the university in competition with other institutions where challenges exist to move up in the ranking and to attract more international students.

Although the strategy does not refer in great detail to students' support services, SS1 sees it as a way forward and a good starting point for the university to take internationalisation seriously:

I think it says relatively little about student support other than giving us a general steer about the direction we need to go in, which is fine because actually, at the level of the strategy, I don't think you need to say more than that. What's important is how we now find ways of actually learning about the students' experience, and responding effectively to that understanding...it's clearly got the university's backing and I think people are taking it seriously.

Finally, SU1 is more concerned with developing a good environment for international students once they arrive at the university, and that is the position from which SU1 looks at the strategy:

I'm quite interested in the strategy because, in a sense...my angle on this one is very much about the students' experience...my concern is once they are recruited and they come here and this is a concern for

the students' union particularly, making sure that the overall students' experience is a good one.

SU1, in contrast with what has gone before, does not seem to talk of the need to attend to student welfare as part of a marketing strategy. This is understandable given SU1's role in the university, which seems to influence SU1's views.

SU1 thinks that the strategy document does not address many issues that are important in relation to the student experience. SU1 believes that a lot of work is needed beyond the strategy, and the document itself is not enough:

This is very much an institutional response, and as a university this is where we need to develop. Of course, that's the point of the strategy, it is about, sort of, 'we need to do this, we need to do that'. But, actually, there's a lot of ground work underneath that, and that's what I'm saying, that behind the aims and further aims there's an awful lot of detailed work which isn't here yet.

SU1 expresses concern about the experience that students at the university get. SU1 also expresses a wish to see more done in this regard following the strategy:

I would like to see a lot more details behind the international strategy. We have been involved in feeding from the bottom up, if you like, on some of the issues. What's come out from the top is an institutional response to internationalisation; it's not a student-led response which will be an interesting one. I, sort of, think that that would be a good approach to take...The strategy of the university is about developing resources, developing a reputation, developing research capabilities, developing issues to do with knowledge transfer, that's all good stuff...it's not really been so much about the student experience which is now coming pretty strong, but it's not being, I don't think, as prominent as some of the other aspects of the policy or strategy.



Although accepting what the university's strategy is all about, SU1's view that student experience is not yet prominent in the strategy could possibly be an implied – though mild – criticism of the university's 'promotional' strategy within a market discourse.

### 5.3.2.1 Discussion: the international strategy

As can be seen in the views above, the international strategy is interpreted differently and is seen to be of different degrees of importance to different individuals. Views of the implications of the international strategy seem to vary from seeing it as providing an opportunity to recruit more international students, to giving the university more visibility and raising its profile, to being a policy shift and bringing together the otherwise dispersed initiatives. Table 5.3 below summarises the respondents' views on the implications of the international strategy and the drivers behind it.

**Table 5.3 Interview Data Summary: The International Strategy: implications and drivers**

<b>Interviewees</b>	<b>Implications of the international strategy</b>	<b>Strategy drivers</b>	<b>Notes</b>
<b>PVC1</b>	<ul style="list-style-type: none"> <li>• Encourages departments to be specific about what they do and how they do it</li> <li>• Encourages the university to be explicit about what they do and how they do it</li> <li>• Is important for the university's identity and self image as a competitor in the international marketplace.</li> <li>• Helps make it clear to students about expectations and support available if they're not met.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial: need to recruit international students.</li> <li>• Change of Vice Chancellor into one who 'believes in strategies'</li> <li>• Follow the 'fads and fashions' of the HE sector. Be part of the club.</li> </ul>	<ul style="list-style-type: none"> <li>• The strategy is seen as a reflection of the image of the university to potential international students</li> <li>• The strategy also seems to be enhanced by a support system for those international students studying at the university – although not clear how.</li> <li>• The strategy is reactive to internal and external factors.</li> </ul>

<p><b>PVC2</b></p>	<ul style="list-style-type: none"> <li>• Provides a 'high-level overview' of the university's successful international activities and the increase in the numbers of international students.</li> <li>• Reflects an understanding of the international student market.</li> <li>• Provides 'visibility', and raises the university's profile.</li> </ul>	<ul style="list-style-type: none"> <li>• Rising numbers of international students.</li> <li>• Increase in the university's general international activities e.g. recruitment and partnerships and so the strategy followed reviewing these.</li> </ul>	<ul style="list-style-type: none"> <li>• The strategy is seen to be a formal document reflecting the need for an understanding of the international student market</li> <li>• The strategy is seen to be providing a framework for the university's services and support systems to be 'internationalised'</li> <li>• A two-way relationship between the recruitment of international students and having a high profile. The international strategy is seen to be one means of maintaining the increase in the number of international students, thus raising the university's profile. On the other hand, having a high profile means continuous recruiting of international students.</li> <li>• The strategy is reactive to internal factors.</li> </ul>
<p><b>PVC3</b></p>	<ul style="list-style-type: none"> <li>• Formally reflects diversity in the population of researchers</li> <li>• "To get the best [researchers] wherever they come from"</li> <li>• Ensures higher ranking 'on the world stage'</li> </ul>	<ul style="list-style-type: none"> <li>• "Responding to opportunity"</li> <li>• Follow the university's competitors who already have a strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity in terms of where the researchers come from is also about the 'best' of those researchers regardless of their nationalities. The question that this raises is whether having the best researchers allows for such diversity, since it is very much possible to find those within a single nationality group.</li> <li>• The strategy as a tool that raises the international awareness of people at the university and outside, thus providing the means for the university to gain recognition and so attract people. Gaining global recognition is one aim of the strategy.</li> <li>• The strategy is reactive to external factors.</li> </ul>

<b>D1</b>	<ul style="list-style-type: none"> <li>• Brings together initiatives going in different directions</li> </ul>	<ul style="list-style-type: none"> <li>• Pressure from HEFCE.</li> </ul>	<ul style="list-style-type: none"> <li>• The strategy “is providing a reinforcement of what has been separate practice”. CONTROL.</li> <li>• External factors or pressures push the international strategy agenda.</li> </ul>
<b>D2</b>	<ul style="list-style-type: none"> <li>• Justifies university activities e.g. exchange programmes or international student recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>• International students recruitment</li> <li>• Research pushing itself internationally</li> </ul>	<ul style="list-style-type: none"> <li>• The international strategy is a way to ‘justify’ certain university activities, legitimisation in other words.</li> <li>• Reactive to internal and external factors.</li> </ul>
<b>D3</b>	<ul style="list-style-type: none"> <li>• Facilitates raising the university’s reputation and gaining it international recognition</li> <li>• Helps the university be part of an international club in a competitive HE sector.</li> </ul>	<ul style="list-style-type: none"> <li>• Changing context: the national policy, the pursuit of privatisation, the collaborative agreements made, the obvious financial need to recruit overseas students and generate external research.</li> </ul>	<ul style="list-style-type: none"> <li>• The strategy is the way to facilitate the raising of the university’s international reputation.</li> <li>• The concept of internationalisation abroad.</li> <li>• Reactive external factors which affect internal affairs.</li> </ul>
<b>AL1</b>	<ul style="list-style-type: none"> <li>• A new way to think about internationalisation.</li> <li>• Policy shift</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to internationalisation</li> <li>• Desire to be a global player</li> <li>• Income generation</li> </ul>	<ul style="list-style-type: none"> <li>• Through the strategy the divide between international and home students is to be eliminated and the university community is to be addressed as a whole,</li> <li>• The strategy is a result of a better understanding and ‘wider commitment’ to internationalisation, as well as the university wanting to be visible at a global level and to generate income.</li> <li>• Proactive</li> <li>• Financial</li> </ul>
<b>AL2</b>	<ul style="list-style-type: none"> <li>• An incomplete document: instruments not prescribed and follow-up non existent.</li> </ul>	(Not discussed)	<ul style="list-style-type: none"> <li>• The idea of communicating with the centre is strongly stated, what could be one major barrier to the implementation of the international strategy.</li> </ul>

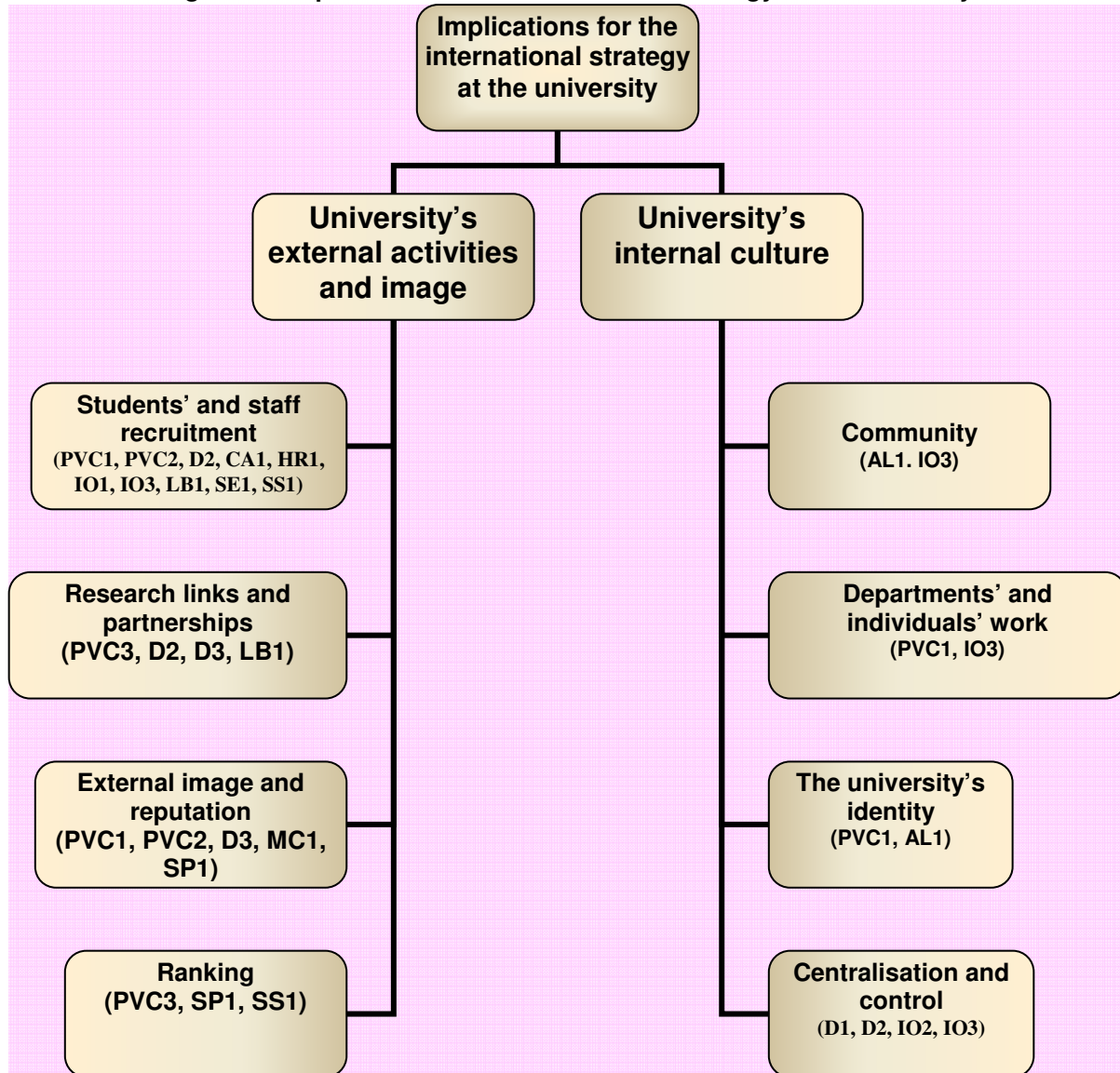
<b>AL3</b>	<ul style="list-style-type: none"> <li>• Not going to change anything</li> </ul>	(Not discussed)	Not seen it. Implying communication gap between the centre and individuals.
<b>AC1</b>	<ul style="list-style-type: none"> <li>• Certain items provide points for action.</li> </ul>	(Not discussed)	The strategy as an action plan.
<b>CA1</b>	<ul style="list-style-type: none"> <li>• A way forward in terms of recruiting international students and providing the services to them</li> </ul>	(Not discussed)	The importance of the change in the provision of services to accommodate for a wider nationality mix of the student body as customers on the university campus.
<b>HR1</b>	<ul style="list-style-type: none"> <li>• Important in the recruitment of international staff</li> </ul>	(Not discussed)	However, not having international staff does not necessarily imply lower quality in teaching and research. Staff are employed based on merit and government policies.
<b>IO1</b>	<ul style="list-style-type: none"> <li>• Strategic thinking needed in providing support.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to maintain the numbers of international students.</li> </ul>	<ul style="list-style-type: none"> <li>• The strategy is seen to help in maintaining and increasing the numbers of international students.</li> <li>• Reactive to internal factors.</li> <li>• Financial</li> </ul>
<b>IO2</b>	<ul style="list-style-type: none"> <li>• Pulls together initiatives going in different directions.</li> </ul>	<ul style="list-style-type: none"> <li>• To regulate the use of resources at an institutional level.</li> </ul>	<ul style="list-style-type: none"> <li>• The decentralised character of the university. The strategy would have a harmonising effect. CONTROL.</li> <li>• A concern about squandering resources</li> </ul>
<b>IO3</b>	<ul style="list-style-type: none"> <li>• Provides direction for the university's internationalisation activities.</li> <li>• Provides direction for resource allocations.</li> <li>• Brings together isolated academic efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Being an internationalised community.</li> <li>• Need to maintain the numbers of international students.</li> <li>• Need to be visible internationally.</li> </ul>	<ul style="list-style-type: none"> <li>• The strategy is seen to regulate activities so they conform to the central corporate plan of the university. CONTROL.</li> <li>• The ultimate rationale for recruiting overseas students has become financial, because of the university's dependence on them</li> </ul>

<b>LB1</b>	<ul style="list-style-type: none"> <li>• Provides an opportunity to reflect on international students numbers and research</li> <li>• Provides an opportunity to look at the system and understand the student body.</li> </ul>	(Not discussed)	<ul style="list-style-type: none"> <li>• The strategy is a 'reactive' document, responding to what is already happening. the strategy as a way to understand international students as customers</li> </ul>
<b>MC1</b>	<ul style="list-style-type: none"> <li>• A long-term commitment in terms of the university's brand and position.</li> </ul>	(Not discussed)	<ul style="list-style-type: none"> <li>• No action plans to go with the strategy.</li> <li>• A business approach is the university's leading strategy: a 'top level stuff'.</li> </ul>
<b>SE1</b>	<ul style="list-style-type: none"> <li>• Does not mean much in the way that it's worded.</li> <li>• Important for the institution to have to remain in top rank.</li> <li>• Important for the recruitment of international students.</li> </ul>	(Not discussed)	<ul style="list-style-type: none"> <li>• A view of higher education as a competitive business. The external image of the university is of prominence</li> </ul>
<b>SP1</b>	<ul style="list-style-type: none"> <li>• To raise the university's international profile: it needs to utilise sports better.</li> </ul>	(Not discussed)	<ul style="list-style-type: none"> <li>• The focus is on raising the university's profile and ranking using sports as a tool, but within an approach that is fundamentally market-oriented.</li> </ul>
<b>SS1</b>	<ul style="list-style-type: none"> <li>• Provides direction for support services.</li> </ul>	<ul style="list-style-type: none"> <li>• Government pressure to increase international students' numbers.</li> <li>• Pressure of competition.</li> </ul>	<ul style="list-style-type: none"> <li>• A reactive approach to the strategy as a response to external pressures.</li> <li>• The university is described as a business facing strong competition from 'the rest of the world' to move up in the ranking and attract more international students</li> </ul>
<b>SU1</b>	<ul style="list-style-type: none"> <li>• An 'institutional response to internationalisation'.</li> <li>• Presents areas of development.</li> </ul>	(Not discussed)	<ul style="list-style-type: none"> <li>• Does not seem to talk of the need to attend to student welfare as part of a marketing strategy. SU1's view that student experience is not yet prominent in the strategy could possibly be an implied criticism of the university's 'promotional' strategy within a market discourse</li> </ul>

As Table 5.3 shows, some drivers leading to the formulation of the international strategy are thought to be of an external nature: changes in the national context and international students' recruitment, pressure from HEFCE, pressure of competition and government pressure (as in the views of PVC1, PVC3, D1, D2, D3 and SS1). There also seem to be some internal factors such as the financial need to recruit international students and maintain their numbers, the change of Vice Chancellor, commitment to internationalisation, income generation, the need to regulate the use of resources, and to be an international community (expressed by PVC1, PVC2, D3, AL1, IO1, IO3, and LB1). The strategy seems to be a response to both types of factors.

According to the interviewees' views, the international strategy can be said to have implications in two broad areas. The first area is the university's external activities, which includes students and staff recruitment, research links and partnerships, and related to this is its external image, reputation and ranking. The second area is the university's internal culture, which includes community, departments' and individuals' work, and, at a deeper level, the university's identity, and degree of centralisation and control, as figure 5.3 shows.

**Figure 5.3 Implications for the international strategy at the university**



The views of the international strategy vary in the same way those of internationalisation do. They are influenced by the individuals' roles and positions at the university, as well as their worldviews. The strategy seems, however, to be collectively seen as a response to factors, whether internal or external, and so revealing the university as being in a reactive mode (as in Rudzki, 1995b). That is because the strategy does not, according to the respondents, seem to desire to create a new environment, or lead to major changes. The strategy is seen to reflect what is already happening, encourage a certain type of practice, regulate initiatives and regularise activities. It is the means of raising the university's profile and perhaps strengthening its central management's control, but it does not seem to hugely influence what the university does or how it sees itself. Some even more negative views do not see it changing anything at all. As stated in the previous chapter, the strategy

document appears to encourage an increase in the volume of activities, and it does not seem to advocate a kind of change that is both broad and deep.

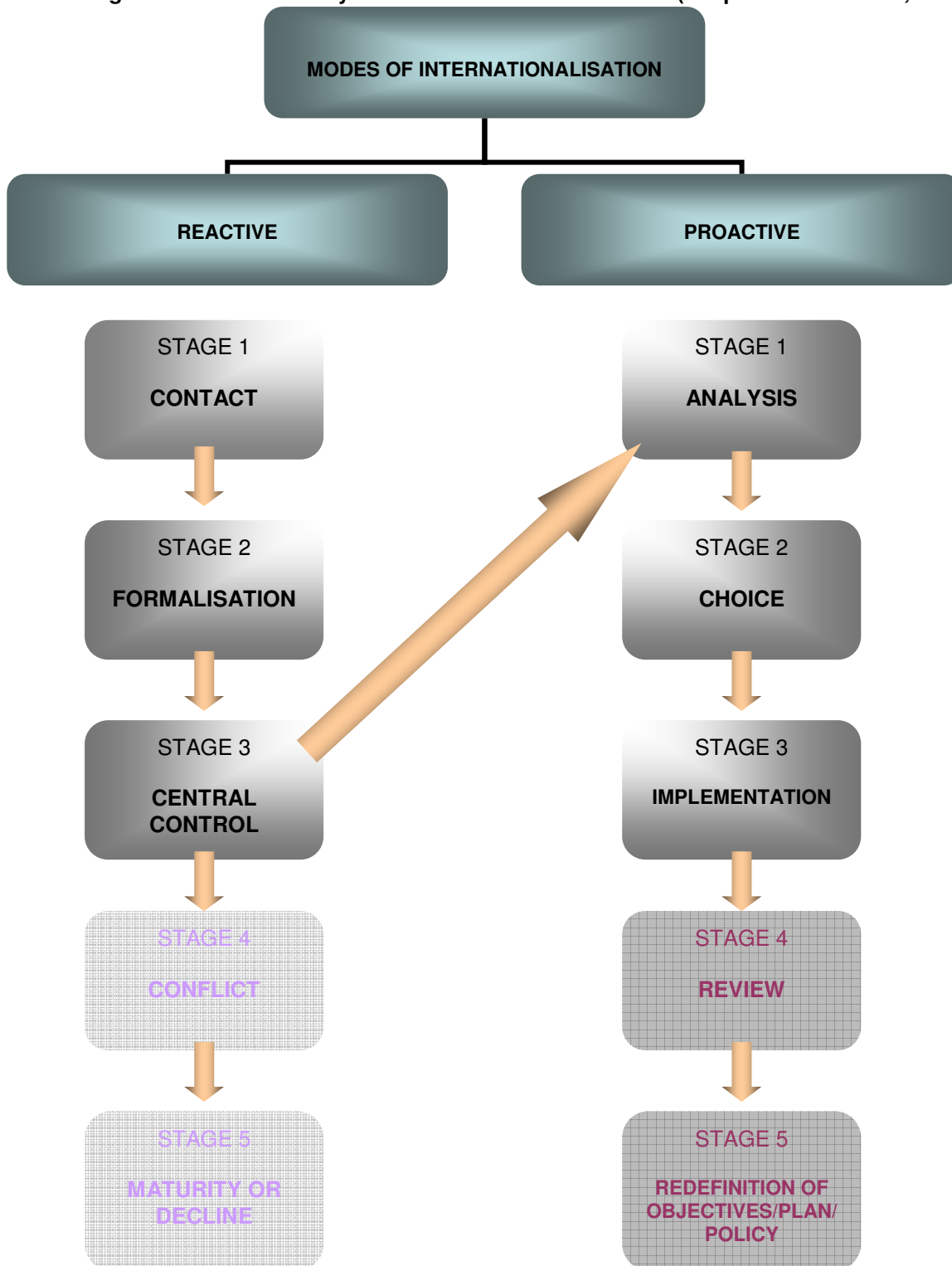
The model that emerges from the above views as far as the international strategy is concerned is, therefore, reactive moving on to proactive; and ad hoc moving on to systematic. The university seems to be somewhere down the line of Rudzki's (1995b) reactive model at or below the stage of central management taking control (as implied by management respondents describing it as 'pulling together initiatives going in different directions'), with perhaps a jump to the first step in Rudzki's (1995b) proactive model, that is 'Analysis', then going along this path to implementation<sup>11</sup>, as in figure 5.4.

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<sup>11</sup> As mentioned in the previous chapter, there have been some developments since this study was carried out, and some items in the international strategy documents have been reviewed. It is not known whether the implementation stage has actually begun, or whether any items in the document have already been implemented.



Figure 5.4 The university's mode of internationalisation (adopted from Rudzki, 1995b)



Taking into account the respondents' views and figure 5.4 above, it can be seen that the university's position in relation to internationalisation cannot be fixed in one particular route. As discussed in the literature review chapter, the internationalisation models in the literature have limitations in terms of their inability to reflect the changing and dynamic nature of the contexts in which they are described. It would appear, however, from figure

5.4 that the starting point for the university is reactive and it moves to proactive before reaching the stage of conflict. This non-emergence of conflict might be attributed to strong central management control, or to the high level of autonomy of departments who do not see internationalisation as a priority to pursue at an institutional strategic level. This might be seen to reflect a structuralist view of internationalisation where the focus is on activities rather than individuals as agents in the policy process (Bleiklie, 2000) in which, according to Trowler (2002), individual actors and their perceptions play an important role. Ignoring individuals' input and perceptions, Bleiklie (2000) argues, could lead to a gap in the implementation of policy. In the case of this university, the international strategy seems to be considered the 'responsibility' of the central management and so it is not clear to some interviewees how it is to be implemented, as will be explored further below.

By focusing on activities, and mainly responding to external or internal factors, the internationalisation that seems to be promoted at the university is weak (Appadurai 2001; Sanderson, 2004) and symbolic (Turner and Robson, 2008). The data, however, reveal some indications of strong and transformative internationalisation in what some interviewees refer to as an international community and an internationalisation culture. These, however, do not seem to be main aims in themselves, as argued earlier, and they seem to be a by-product of increasing international students and staff numbers, and international activities. These issues, and other problems with and barriers to internationalisation and the international strategy are also expressed by the respondents. In the next section, I explore these views further.

### **5.3.3 Issues with internationalisation and the international strategy**

In addition to the above views of internationalisation and the international strategy, many of the interviewees seem to express concerns, explicitly or implicitly, over the implementation of the strategy. PVC1 thinks that implementation of the international strategy might be faced with an Anglo-centric view on the part of some academic staff who do not see a need to internationalise:

Not sharing that global international vision, not caring terribly, taking the view which says something like 'well we're an English university and our lingua Franca is English, and we are who we are, and they choose to come here, and if they choose to come here then they'll just have to adapt.'

PVC1 also thinks that there might be the view 'among some people at the university' that the strategy is driven by financial factors alone, and that would stand in the way of implementing it:

Another barrier is a view that this is all about money, you know, all this rhetoric...that is actually about money, getting overseas students here, 'get bums on seats' as they elegantly put it, you know, 'let's do whatever we need to do to get bums on seats and don't let us kid ourselves about anything else.'

PVC2, on the other hand, believes the strategy might be considered a burden for some people at the university who might think that what the strategy outlines is already taking place and so might see it as an extra demand on their time:

There are lots of other things going on, so, in a sense, it could be that, you know, well we're busy with all these things and they're happening anyway, what's international sort of strategy adding to this? Too many competing demands is what I put on that...I think there's a potential barrier in terms of no need to do it, you know, we've got plenty of students, we've got a high recruitment, we turn people away...so we don't need to do it.

The view that students are being turned away seems to suggest that some in the university see the recruitment of international students as an end in itself. It may also be seen to indicate complacency over the level of competition for such students.

PVC2 refers to limited resources and competition as potential issues in relation to implementing the international strategy:

I think funding issues and the general resources at British universities in terms of... if you're thinking international in terms of competing for staff around the world, and students, with other countries, you know we need to be able to pay people and provide them with, sort of, research facilities... So it means you're competing on an international

market where in some other places higher education is better funded than we are.

PVC3 thinks that the biggest issue facing the international strategy is at 'grassroots' level referring to the individual departments and individuals who need to be genuinely interested in the strategy in order to interact with it and understand it:

I guess it's really when you get...to [the] grassroots level. That's true for any of our strategies. It's important to ensure that departments are aware of what it is that we're trying to do, are interested and excited by it, and wish to contribute. Unless you got that...buy-in, I think anything happens, you got the grand strategy being taken forward...I think the senior management team clearly has a role...to take this forward and I think where the senior management team can contribute to the internationalisation is trying to identify opportunities and links with institutions, and then try to encourage staff to engage.

PVC3 believes this can be achieved through strong communication between the senior management and departments. PVC3 also thinks of implementing the strategy as a process that requires monitoring and reflection to ensure the goals are achieved as desired by the senior management:

Well, first of all there's communication, and [PVC2] has actually gone round departments, had departmental meetings, provided information on what the agenda is, what it is that we're trying to do, and I think that communication is important, but then it does rely on departments, heads of departments and departmental research committees, to take this on board. And then how things are progressing, we can do that through the annual planning, so we have a mechanism for monitoring what's happening. And if things are not progressing in the way we like, then it's time to reflect and take appropriate action. So I think it's one of communication, and one of monitoring.

PVC3 emphasises the importance of communication between the centre and departments. The above view may, however, also indicate a top-down approach where senior

management 'tells' departments what is intended and what the agenda is, and encourages them to take it on board.

PVC3 also refers to the resources, both financial and human, as an issue. PVC3 thinks that it is not only about whether resources are available or not, but it is also about managing the available resources and having a focused strategy:

I think whenever one is trying to develop something new, it's how we best resource this. And I suppose the consequence of that is we need, with the resources which are available, to ensure that we've got an appropriate focus: what are our priorities? Because we could just say to everyone here... if we had a large sum of money: 'ah get out there and start', but it's probably not well-focused and not good use of the funding. But if we got specific things which, as relates to the university research strategy, these are the areas that we want to drive forward...let's start to direct our resources there rather than spread them across the whole of university.

Again, the preferred approach seems to be more control from the centre, rather than decentralising to departments or individuals across the university.

D1 thinks that the work of academics is already international and the strategy might be seen as restricting their choice of research partnerships as they might feel pulled away from their 'core mission':

We can have academics operating within a wider mental framework which is international, and that is fine to the extent that they can do that simply through reading and through the web and e-mail and exchanging a contact and so on as in international conferences. Though you could say, none of that is really in competition with their core mission. But if you take, say, some of the European Union regulations about collaborative research...then you are potentially adding enormous transaction costs to trying to develop research proposals, if you have these, sort of, rather bureaucratic politically-correct type of regulations. And so really it is best for academics to

find their own partners, the ones that really matter in terms of their core mission. And, I think, anything that takes academics away from their core mission and research and teaching, or competes with it, and where they cannot see the advantage of moving out of their comfort zone, then clearly that is a challenge...In a sense,...you have to allow for opportunism and you have to allow for academics to, sort of, find their own partnerships.

The above view seems to favour a more bottom-up approach, together with a strong element of an ad hoc approach. This might be seen as a classic clash between the bureaucracy of management and the independence of academics – ‘academic freedom’. This is a wider cultural clash that is seen manifested here in relation to internationalisation.

D2 refers to challenges particularly in relation to students’ numbers. D2 thinks that a balance is needed between UK and international students’ numbers especially on exchange programmes:

There are different implications for different bits of it. I mean I think attracting international students is generally regarded as a positive thing, but I think you can get to the point where you get too many for the balance. I don’t know if it’s good for international students to come to a department which has got more international students than UK students, for example. I mean I think if you come to the UK for a UK degree, you don’t really want to end up doing an international programme...Student exchanges can be a problem because if we end up with an imbalance in exchange, which we quite often do, in other words, we’ve got more people coming in than going out, it doesn’t work terribly well for a department because it gets charged for the number of students they’re teaching.

Although only implicit in the above extract, the view seems to be that the curriculum is not to be internationalised and attending this university will not be an international experience for home students.

D3 thinks that culture is the main issue in the way of implementing the strategy. D3 believes that culture in the sense of people's attitudes to the international strategy and to internationalisation is a key element in making it happen:

Culture is the biggest barrier...by culture I mean: is internationalisation important to me? Or am I only concerned with the UK and the British context?...I think culture in terms also of responsiveness...rate of innovation, speed of innovation, these are all very important cultural attributes which affect any action or any capacity for action. But they also affect, I think, the extent to which the faculty have an international experience and [are] aware what's going on in the rest of the world, not just through going to conferences, but from living and working in different societies...there's a big difference between visiting somewhere and living in that society and engaging with that society...you learn so much more about society but you also learn so much more about your own society. Since you go abroad, you've got a mirror to look in... it's all these things affect people's attitudes and beliefs, and that should at least fit with the culture which can be a facilitator of change...so I think...lack of apparent willingness to commit to the strategy.

This view seems to take quite a different position from that of D2 above in that it seems to argue for the international experience and its importance.

AL1 thinks that the international strategy might appear to be asking some people to do more than they are already doing, as in PVC2's view above, thus adding to the pressure they have and so they do not commit to it:

People are exhausted and are working extremely hard here. You know, the resources have dropped, students' numbers have increased, you have fewer staff doing more work... So I think it will be that the commitment to actually go and live somewhere else for a few months and teach, if you're not young, or if you have a family, I think that will be a barrier and it will be, you know, personal-life-work-life sort of issue.

AL1 also believes that the strategy might be resisted because it might interrupt the routine that some people are used to and present an uncomfortable change for them:

People are worried about change. They would be worried about going to a country that they see as developing... other barriers are just quality assurance regulations, if you wanted to do a joint degree, there's a lot of routine to go through, a lot of routine in other countries as well, so all of that will be quite hard and, yeah, I think just, you know, the barriers of what people are comfortable with, what they know. So making that change would be difficult.

AL2, on the other hand, thinks that the international strategy document is subject to interpretation by the different individuals, which leads to different understandings of it, and so different degrees of commitment to it:

I think that internationalisation means different things to different people. So as a university's international strategy, the way I read it may be very different from the way you read it, and that might be totally different from people in engineering and maths and pharmacology and different issues for modern languages. So, in that sense, the other dimension I think that comes in is partly the operationalisation of the strategy, but at the same time, taking into account the different needs and wishes of staff and students across departments.

AL2 also says that internationalisation should not be forced and individual departments have different needs and goals in relation to internationalisation. AL2 also refers to the lack of an agreed view of internationalisation 'across the university':

I think it should be accepted then by the executive level that 'OK this is the way we do it, and should not be forced to internationalise in this respect'... You should look at it from programme to programme. That's another risk in all that, each department is so specific in its wishes and requirements regarding internationalisation that it wants to follow their



own route... so you need a lot of energy, and you need a lot of emphasis, time to keep things rolling, and there's no uniform idea across the university what they want to do with internationalisation.

Despite the 'supportive mechanisms' and good performance as far as research is concerned that AL2 sees at the university, AL2 still thinks, in a similar view to those of AL1 and PVC2 above, that internationalisation and the international strategy might be off-putting for academic staff as they already have a lot on their plates:

On the one hand there are certainly supportive mechanisms around. A limit to that, a barrier to that, I see is that there must be more, is that staff already have a considerable portfolio of research and teaching and admin. So, complain about work pressure etc. So this would be another issue on the agenda of academics that they have to take care of... I don't see internationalisation as simply something: 'OK I'll spend an afternoon thinking about it and that's it'. No, this is a recurring process you need to pay attention to every time you develop courses, you think of developing programmes etc. So you have to spend considerable time and energy on that issue. And the question is whether staff have sufficient time to do that. I fear that many will think 'very nice, very important but I'm not going to do it'.

AL2 also looks at the issues surrounding internationalisation and the international strategy at the 'conceptual level'. AL2 distinguishes between a 'purely academic or educational' approach to internationalisation, and what AL2 sees as the university's 'economical strategy of internationalisation'. AL2 thinks the result may be tension between the two rationales and wonders whether or how the institutional understanding of and support to internationalisation as it appears in its international strategy will be 'instrumentalised':

At the conceptual level...the university [has] a rather economical strategy of internationalisation, international students who're paying full fees, it may be difficult to reconcile that with academics who want to work on internationalisation from a purely academic or educational rationale, more...intensively motivated to work on internationalisation because it is important value. Whereas the university actually says

'well that's not so important, it's more important that you attract more international students... There maybe tensions there. [I am] curious to see what they will do about that. Whether there will be funds available you have to apply for, or whether they are very open to any initiative, if you have any idea you'll get the support, and how the support is instrumentalised, is it money? Is it expertise? Is it courses? Does it go to a course? Will they support me if I'm interested in internationalising my programme? Will they fund that?

AC1 thinks that the main problem facing internationalisation is the lack of mixing between people from different nationalities:

I do think that international groups, whether they're British, German, French, or overseas, will tend to congregate with their own, and I think that's the biggest factor that internationalisation actually has to get over.

AC1 believes that one way to tackle this issue is by organising social events targeting all nationality groups and by encouraging openness to other worldviews.

IO1 shares the above view and believes that integration and making friends with students from other nationality groups is very important to achieve an 'international campus' at the university:

One of the huge issues for international students is integrating with UK students. I think, you know, surveys said that 50% of students leave the UK not having made a British friend, and that really, really concerns me. And I think this is one of the biggest problems for the university to tackle because if you're going to have an international campus, you got to have integration and people mixing, all students mixing and getting on, and learning from each other's experiences, the experiences that students bring from their countries. And if that's not happening, I don't feel that you've got an international campus really.

The above views of IO1 and AC1 may be seen to imply that they have a view of the nature of internationalisation that is not based (at least not entirely based) on notions of markets, business and making money.

IO1 also believes that action needs to be taken with home students and not only international students as it takes both to achieve true integration:

I think there's a lot that needs to be done with British students, because I think they don't know that they are coming to an international university and what that means. And I think, you know, we need to sell the university more as an international university, and the experiences that students can get from meeting with students from all over the world, and I think that needs to become part of the reason why our home student is going to come to the university, and I think in that case they're going to be more interested to want to meet international students.

Another challenge that IO1 refers to is the difficulties that some academics might have in teaching and dealing with international students. IO1 thinks that more support needs to be given to those academics:

Maybe some of the academics that have been here for a long time and find teaching international students a problem, you know, a lot of work needs doing around awareness, I think. If you've got somebody that's been used to, you know, they understand British students and how to teach them, and suddenly they've got a class that's the majority international students, they are not coping very well with that kind of change, and they need help with that I think as well.

For IO2, on the other hand, what the international strategy means is determined by the conclusion it draws. IO2 believes that it is a 'slow process', and that an attractive proposal is not necessarily deliverable and that is where one potential problem lies:

Part of the issue is getting people to be able to recognize what the problems and costs of the plans proposed to them are. Costs of the

proposals that are put to us that it looks very attractive, but when investigated further are not always going to be feasible, and that's something that's being a problem, that people have wanted to go into things because of the surface attraction, and then it's being much more difficult to deliver it.

IO3 refers to a more 'pragmatic approach' in the sense that work is actually being done in relation to many of the issues presented in the international strategy document, which itself does not detail, nor should it, all aspects of that work:

The initial strategy is identifying that the issues exist, and talking about various aspects to this, but it certainly hasn't gone into the kind of the details about how these things might be addressed. As I say that, the international office is looking at a lot of these things already, so it's kind of a bottom-up approach here, not necessarily articulated in a strategy paper, but certainly, you know, some good work in progress. So, there are instances, I think, where there's probably more benefit in just progressing with an issue rather than necessarily giving a lot of time to sit and write about the issue, and then doing it, slightly a pragmatic sort of approach.

IO3 thinks that there are some people at the university who do not appreciate the importance of the international strategy and this constitutes a challenge to implementing it:

We're trying to take a holistic approach. I mean, obviously, you don't do this kind of work unless you embrace the whole ethos. It's fair to say there's a lot of people on campus who, I wouldn't say resist it, but just don't see [it] as particularly important. And always when you're looking to do outreach activities, it's actually the people who are not embracing the idea that are the most important ones, otherwise you end up doing the same sessions for the same people and preaching to the converted.

IO3 seems to believe that the international strategy is going to be 'work in progress' and so there will always be 'new' challenges to implementing it:

Some of [the barriers] to do with the academic situation, some to do with the infrastructure, some to do with just people's preconceived ideas and that kind of thing. I think it'll always be work in progress ...I don't think you can say in two years' time 'we'll have done this'. I think that's probably non-realistic. The thing is, the students themselves would probably have come and gone by then, and a new set of factors may well come into place, different national groups might increase in number; there's all kinds of variables there.

LB1 says the strategy is a short document providing general direction. LB1 thinks that it is down to 'us' to see how 'we fit in this':

I think that we obviously got the strategy, but there are quite broad brushed terms in there...I think what we need to do is...see where we fit in this in the same way that we go through a new legislation, checking that we do things correctly. I think we're trying to think around areas where we could enrich things differently, maybe look at things in a different way or analyse things in a different way.

The above view again seems to restate and accept the 'top-down' approach; the strategy is given to departments to implement it and measure performance against it.

MC1 refers to 'resistance to change' as one challenge imposed by the international strategy:

There will be some people uncomfortable with it... something we do have to recognise is there was an implication for the university making sure that we... international people who come to [this university] whether they're students, staff, whatever, actually feel welcome in [this university] and, sort of, you know, helping the culture of the city as well, recognising this is an international university.

MC1 also thinks that the strategy comes with a cost that the university needs to be able to afford, and there is a need for a more 'world [-oriented]' frame of mind to 'think outside the UK news media' and be able to sell the university to the world:

I think whatever we do, there's going to be a cost about it. There's people, sort of, cultural issue of actually transforming a university which thinks very Anglo-centric, into something which thinks naturally 'how will the rest of the world see this? How are our customers in Thailand, our customers in Turkey, our customers in Tunisia, our collaborators, our partners, how [will] they all see this? How [will] they all react to this?' But for that sort of thinking, you have to think outside the UK news media.

The above view might be seen to be reflecting a tension in the internationalisation imperative and the national function or orientation of the university.

SE1 thinks the international strategy is less intended for aspects of the university that are not academic. However, SE1 refers to the strategy as the 'business plan' of the university focusing mainly on drawing international students into the university:

I think it's probably looking more at the academic side of things. When this sort of policy is written, it's not probably really looking at the support services as much as the academic side of it. This is almost like a business plan, if you like, how we can grow as a university, how we can sell the university, how we can increase the reputation of the university across the world...it's more directed at students outside, and, kind of, draw them into the university which is probably what we should be doing. And, on top of that, enhancing the research, you know, working with industry across the world as well... probably a security officer never went through anybody's mind when they wrote that document, or other support services, and probably that's not what it's for.

The above view appears to present internationalisation as an 'academic thing'. The view is important in that SE1 seems to feel excluded from internationalisation while the role played

by SE1 is important in the broader university community. Implicit in this feeling of exclusion is the reality that internationalisation is not one that sees the university in its totality. SE1 is rather perceptive of the reality that there is separation between academic and other 'things'.

SP1 believes that the main issue with the strategy is to do with the university's 'conservative' management structure and its leadership, implying the 'business' nature of the university's identity:

I think sports does sit outside the mainstream thinking of the institution...The university is structured on very conservative traditional lines and an international strategy...is dictated by its existing management structure, and its existing management structure is...antiquated. I don't feel any sense of coordinated process that feeds back into the institution. There are lots of people going out doing work internationally. We never get to hear about what it is they're doing unless it's by chance, so the communication process... lots of individuals doing lots of individual work. I don't see how that pins back into a corporate strategy. If the corporate strategy is more students and higher ranking in the league tables, if that's all it is, then that's fine.

The above view by SP1 can be seen in contrast to earlier views by PVC3 in the sense that here the argument seems to have turned round. In other words, it is not at grassroots level that internationalisation and the change it brings is likely to be resisted, as PVC3 stated earlier; it is the leadership and management of the university that SP1 believes to be resistant to change.

SP1's take on the university's leadership is that it does not explicitly reveal a way of engaging internationally worldwide:

There's not a text anywhere...no one has said to me, 'here's how we engage internationally', it's down to individuals to come up with their own ideas, so I think a huge amount for this institution to work.

SP1 thinks that the international strategy marginalises sports, and does not utilise it to the full, especially with the London 2012 Olympics where the university could exploit a big opportunity to 'project itself' had its international strategy, SP1 believes, been specific about how to do so in the next 5 years. SP1 also thinks that the strategy is not fully developed:

This is the most evolved strategy I've seen today, but I think it still falls somewhere short of creating something that is sustainable in the long term. I think...but it's in the right direction.

Like PVC2, AL1 and AL2, SS1 thinks that the mounting pressure on academic staff at the university may be one barrier to the implementation of the international strategy:

One of the barriers is that because staff working in higher education are most of the time working under a great deal of pressure, it's actually very hard for them to actually secure time to step back long enough to be able to reflect on what they're doing rather than just doing it. So, I think, one of the things that tend to mean that progress is quite slow in an organisation like this is because, I think, we're all trying to do too many things at the same time, and not really carving out space for some of what's really important. And I think that would relate to any change that's being implemented as much as about internationalisation.

SS1 also thinks that internationalisation and the international strategy require 'cultural change' in the 'way of seeing things and the way of doing things' and that might be resisted:

The other thing that I think will make it difficult is that, in essence, what's needed by all of us, in part anyway, is potentially the need to change our way of seeing things, and way of doing things, and to achieve some kind of cultural change. And, in many ways, that's the hardest thing to achieve, partly because whenever people are presented with the need to change, there's often a resistance to that... so it can be quite hard to engage people at a deeper level in the



process of change, and moving towards perhaps a more international way of thinking about the institution.

The above view is similar to that of D3 above, and it might be seen to indicate a view of internationalisation not only in terms of institutional activities, but also as a collective deep and fundamental change.

SU1 is uncertain how the international strategy is to be developed since no implementation plan has been published:

I guess it's always work in progress, but there's nothing to say 'and there's more to come, and this is what we're going to do in the short term, and this is how we're going to structure the implementation plan'. Now, it's missing that.

SU1 thinks that the 'devolved' structure of the university means that the strategy would be considered to different degrees by different departments. SU1 thinks that the reason for that is competing priorities:

There is no real model of centralization...The practice at the moment is, these are the broad principles, this is broadly what we would like you to do, it is down to each one of you to put that into action....So, I think, you'll find it patchy at best, and it will depend on the individual head of department, director of studies, faculty how far they take it, how far they believe in it really as well. Because there are lots of different competing priorities on anybody's time the fact that we want you to be world-class, research-led department, we want you to bring in staff, we want you to focus on this aspect...and when we start talking about things like transferable skills, extracurricular life, about personal tutoring, whatever it might be, those things are all important to student experience, but they are all competing for time. So it's whether this is seen as *another* strategy, *another* complication on my time, *another* demand for me to try and do something differently...as opposed to maybe seeing that as part of their diversity drive really.

SU1's view seems to imply that unless internationalisation is a priority, it is not just going to happen. SU1's view can also be seen in contrast with other views of the university as centralised.

SU1 also refers to resources as a barrier to the implementation of the strategy:

Resources is the other one obviously, student support services – do we have enough? Do people understand it? Cultural awareness, lots of different things which are likely to get in the way of this. It's not something that's going to happen overnight either. So visions and statements and aims and aspirations are all very well, but I'm not sure just how realistic and what time scale we're talking about.

Resources here are those to do with supporting students – reflecting SU1's role and interest, and in this sense they are different from funding resources mentioned by PVC2 above.

#### 5.3.3.1 Discussion: issues with internationalisation and the international strategy

The respondents' interpretations of internationalisation are clearly reflected and influential in their discussion of barriers to the realisation of the international strategy. And again, their views are influenced by their roles and positions. What the above views also reflect is some individuals' frustrations and uncertainty when it comes to the international strategy and internationalisation. As in previous sections in this chapter, the views vary significantly, and a few main issues come to the surface. Table 5.4 below summarises these views.

**Table 5.4 Interview Data Summary: Barriers to the international strategy**

<i>Interviewees</i>	<i>Barriers to the international strategy</i>	<i>Notes</i>
<b>PVC1</b>	<ul style="list-style-type: none"> <li>• an Anglo-centric view on the part of some academic staff who do not see a need to internationalise</li> <li>• the view that the strategy is driven by financial factors alone</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipating problems below the central management level.</li> </ul>
<b>PVC2</b>	<ul style="list-style-type: none"> <li>• might be considered a burden and an extra demand on staff time</li> <li>• limited resources and competition</li> </ul>	<ul style="list-style-type: none"> <li>• The recruitment of international students as an end in itself.</li> <li>• Shows how deeply rooted the university's routine is! People might feel they have to go out of their ways to follow yet <i>another</i> strategy. Adding to rather than complementing staff's work.</li> <li>• Funding resources, not otherwise.</li> </ul>

<b>PVC3</b>	<ul style="list-style-type: none"> <li>individual departments and individuals who need to be genuinely interested</li> <li>resources, both financial and human</li> </ul>	<ul style="list-style-type: none"> <li>Anticipating problems below the central and senior management level (grassroots level)</li> <li>The importance of communication between the centre and departments. Also indicates a top-down approach.</li> <li>Resources management: the preferred approach is more control from the centre.</li> </ul>
<b>D1</b>	<ul style="list-style-type: none"> <li>strategy might restrict academics' choice of research partnerships</li> <li>might pull academics away from their 'core mission'</li> </ul>	<ul style="list-style-type: none"> <li>Favours a more bottom-up approach, together with a strong element of an ad hoc approach. A classic clash between the bureaucracy of management and 'academic freedom'.</li> </ul>
<b>D2</b>	<ul style="list-style-type: none"> <li>balance is needed between UK and international students' numbers</li> </ul>	<ul style="list-style-type: none"> <li>Implicitly, the curriculum is not to be internationalised and attending this university will not be an international experience.</li> </ul>
<b>D3</b>	<ul style="list-style-type: none"> <li>culture: attitudes to the international strategy and to internationalisation</li> </ul>	<ul style="list-style-type: none"> <li>Argues for the international experience and its importance. Unlike D2.</li> </ul>
<b>AL1</b>	<ul style="list-style-type: none"> <li>might appear to be asking some people to do more than they are already doing</li> <li>might present an uncomfortable change</li> </ul>	<ul style="list-style-type: none"> <li>Like PVC2: the strategy is a burden.</li> </ul>
<b>AL2</b>	<ul style="list-style-type: none"> <li>different interpretations by different individuals = different degrees of commitment</li> <li>lack of an agreed view of internationalisation 'across the university'</li> <li>might be off-putting for academic staff who already have a lot on their plates</li> <li>No follow-up</li> </ul>	<ul style="list-style-type: none"> <li>No agreed view of internationalisation could be linked to a communication gap.</li> <li>Like PVC2 and AL1: the strategy is a burden.</li> <li>Distinguishes between an 'academic or educational' approach and the university's 'economical strategy of internationalisation'. The result is tension between the two rationales.</li> </ul>
<b>AL3</b>	(Not mentioned)	
<b>AC1</b>	<ul style="list-style-type: none"> <li>lack of mix between people from different nationalities</li> </ul>	<ul style="list-style-type: none"> <li>Internationalisation is not entirely based on notions of markets, business and making money.</li> </ul>
<b>CA1</b>	(Not mentioned)	
<b>HR1</b>	(Not mentioned)	
<b>IO1</b>	<ul style="list-style-type: none"> <li>lack of integration between UK and international students</li> <li>some academics might have difficulties in teaching and dealing with international students</li> </ul>	<ul style="list-style-type: none"> <li>Internationalisation is not entirely based on notions of markets, business and making money.</li> </ul>
<b>IO2</b>	<ul style="list-style-type: none"> <li>a 'slow process'</li> <li>an attractive proposal is not necessarily deliverable: costs of the plans</li> </ul>	<ul style="list-style-type: none"> <li>The strategy is only superficially attractive.</li> <li>'proposals put to us': top-down approach</li> <li>Problems with 'people'/individuals</li> </ul>
<b>IO3</b>	<ul style="list-style-type: none"> <li>some people at the university do not appreciate the importance of the international strategy</li> <li>'work in progress' and so there will always be 'new' challenges</li> </ul>	<ul style="list-style-type: none"> <li>Problems with individuals.</li> </ul>

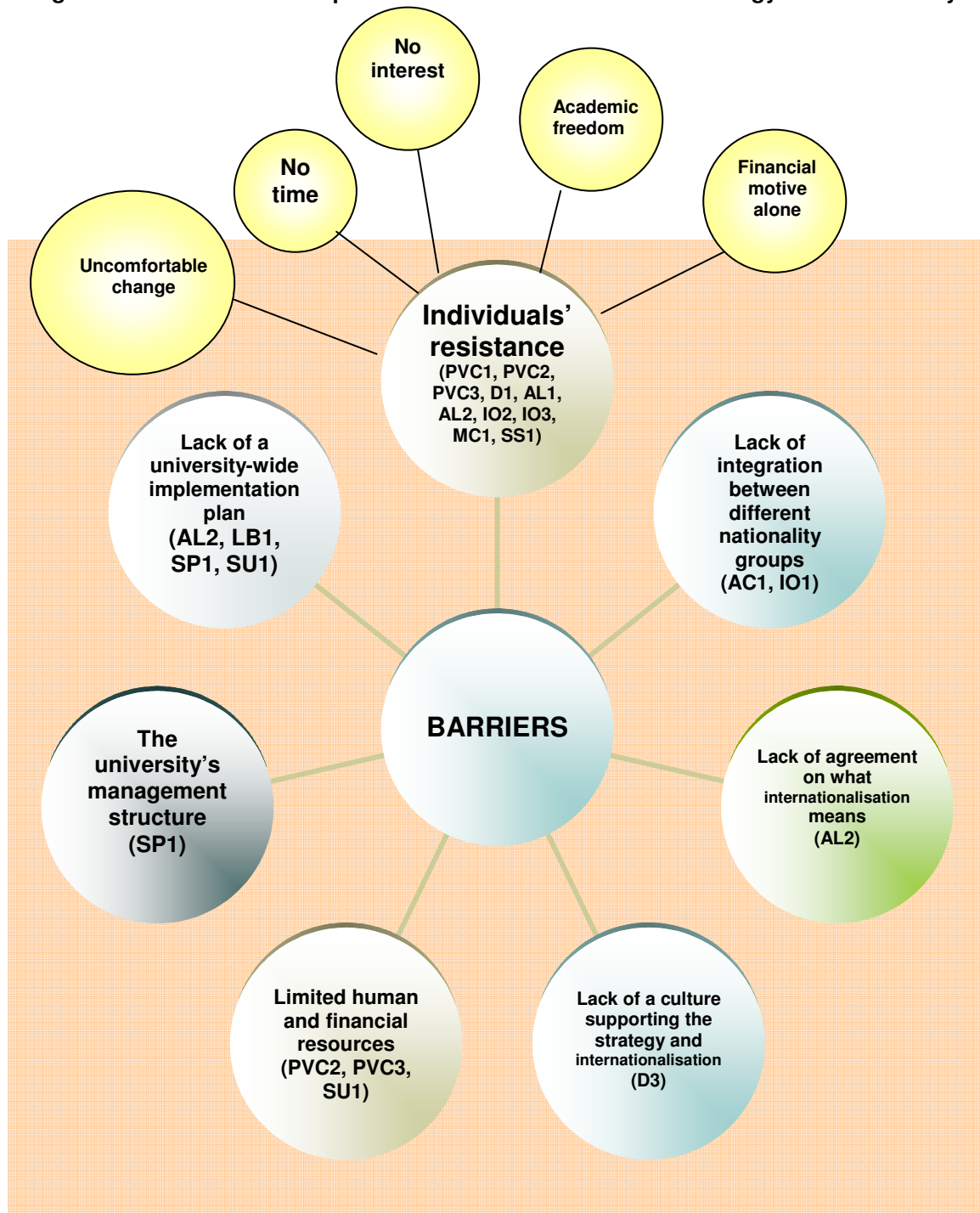
<b>LB1</b>	<ul style="list-style-type: none"> <li>• a short document that does not say much about what exactly to do</li> </ul>	<ul style="list-style-type: none"> <li>• Restates and accepts the 'top-down' approach; the strategy is given to departments to implement it and measure performance against it.</li> </ul>
<b>MC1</b>	<ul style="list-style-type: none"> <li>• 'resistance to change'</li> <li>• comes with a cost</li> </ul>	<ul style="list-style-type: none"> <li>• Problems with individuals resisting!</li> <li>• Reflects a tension between the internationalisation imperative and the national function or orientation of the university.</li> </ul>
<b>SE1</b>	<ul style="list-style-type: none"> <li>• less intended for non-academic aspects of the university</li> </ul>	<ul style="list-style-type: none"> <li>• Internationalisation is an 'academic thing'. Feels excluded.</li> <li>• Separation between academic and other 'things'.</li> <li>• Internationalisation does not see the university in its totality.</li> </ul>
<b>SP1</b>	<ul style="list-style-type: none"> <li>• the university's 'conservative' management structure and its leadership</li> <li>• university's leadership does not explicitly reveal a way of engaging internationally</li> <li>• the strategy is not fully developed</li> </ul>	<ul style="list-style-type: none"> <li>• Implying the 'business' nature of the university's identity</li> <li>• Contrast to earlier views by PVC3: it is not at grassroots level that internationalisation is likely to be resisted; it is the leadership and management of the university is resistant to change.</li> </ul>
<b>SS1</b>	<ul style="list-style-type: none"> <li>• mounting pressure on academic staff</li> </ul>	<ul style="list-style-type: none"> <li>• The strategy is a burden.</li> <li>• Like D3 about change but a deeper level. Internationalisation is more than just superficial change in activities.</li> </ul>
<b>SU1</b>	<ul style="list-style-type: none"> <li>• uncertainty about implementation no implementation plan has been published</li> <li>• 'devolved' structure of the university = the strategy considered to different degrees by different departments</li> <li>• Resources: student support services</li> </ul>	<ul style="list-style-type: none"> <li>• Implied, unless internationalisation is a priority, it is not just going to happen.</li> <li>• University is a devolved structure: Contrast with other views of the university as centralised.</li> <li>• Resources here are those to do with supporting students –different from funding resources mentioned by PVC2.</li> </ul>

Table 5.4 above lists the participants' views as far the barriers to the international strategy are concerned. The table also presents notes on some implications of these views.

Respondents' views of the barriers to the implementation of the international strategy reveal to some extent how they understand internationalisation at the university. As shown in table 5.4 above, the barriers mentioned by the interviewees are related to individual and institutional practices, and can be seen to fall into seven broad categories: individuals' resistance (PVC1, PVC2, PVC3, D1, AL1, AL2, IO2, IO3, MC1, SS1), the university's management structure (SP1), limited human and financial resources (PVC2, PVC3, SU1), lack of a culture supporting the strategy and internationalisation (D3), lack of agreement on what internationalisation means (AL2), lack of integration between different nationality groups (AC1, IO1), and lack of a university-wide implementation plan (AL2, LB1, SP1, SU1) (figure 5.5). Many of these areas reflect an understanding of internationalisation in

terms of activities (e.g. support and marketing through resources), university population, and culture. However, the reference to individuals' resistance as a barrier implies the respondents' emphasis on the importance and centrality of individuals' commitment to internationalisation; a view that is not explicitly articulated in the interviewees' accounts of their interpretations of internationalisation.

**Figure 5.5 Barriers to the implementation of the international strategy at the university**



Another element that emerges from the data on the barriers to the international strategy is the possible 'tension' between individuals as agents, and the university's management and

structure. When talking about the barriers to the international strategy, many of the respondents (PVC1, PVC2, PVC3, D1, AL1, AL2, IO2, IO3, MC1, and SS1) seem to suddenly talk about individuals: individual academics, individual departments and so on. And that may be seen in contrast to the views presented in the previous sections regarding internationalising as a university, generating income as a university, the central management and the rest of the university, students as a group, staff as a group and so on. It seems that while internationalisation is seen as a good thing for all, the problems are seen to lie mostly with the individual. It is the individual resisting, feeling burdened, feeling restricted, not committing, and so on. There is a tension, as stated for example by D1 and AL2 above, between the individual academics' 'educational rationale' of internationalisation, and the university's 'economic rationale', putting the two in opposition. This can be seen to correspond to the tension between the agentic and the structuralist views of internationalisation (Bleiklie 2000, Trowler 2002). The data suggest that this tension is thought to go unnoticed at the central management level, which again reinforces the idea that the approach preferred at this level of the university is top-down, as for example in the views of PVC3, IO2 and LB1. This approach is evident in the data above in individuals' accounts of looking for some indication of what the 'university' wants to do, and what they are told or not told in relation to the strategy, the uncertainty which comes from the centre, and the expectations of a whole-institution move towards internationalisation. Moreover, the very fact that resistance to the international strategy by individuals is considered a barrier reveals that those individuals did not have any bottom-up input in the strategy.

## **5.4 Summary**

In this chapter, I presented and discussed the data from the research interviews in relation to internationalisation and the international strategy. The respondents' views varied considerably, and were in most cases influenced by their position at the university. Based on the views regarding the meanings of internationalisation, I presented a model of internationalisation at the institution concerned. The respondents also expressed different views regarding the international strategy, its implications, drivers, and barriers for implementing it. These views informed the discussion on how internationalisation is understood at the university. They also revealed tensions and uncertainty in relation to the international strategy and its implementation. In the next chapter I draw on the literature, the data, and the discussion above to present a broader conclusion of the research and discuss theoretical and practical issues arising.

## **Chapter 6: Discussion and conclusion**

### ***6.1 Introduction***

In the previous chapter, I presented the research data from the interviews and discussed them with reference to the literature review. In this chapter, I present an overview of the data and a discussion of broader theoretical as well as practical issues in relation to internationalisation.

### ***6.2 An overview of the data***

The data presented in the previous section reflect individuals' views across the university. It is, however, worth mentioning that due to the varied length of the semi-structured interviews from which the data are extracted, views on some issues might not be fully expressed by some respondents. As it stands, however, the data reveal some patterns in the thinking and priorities of the individuals participating in this research. Table 6.1 below summarises these findings.

Table 6.1 Interview data grand summary

interviewees	Meanings of internationalisation (indicators)							Implications of international strategy					Barriers to implementing the strategy									
	International students	International staff	International links	International research	International recognition	International curriculum	International ethos	Community	Department & individuals	University's identity	Centralisation and control	Recruitment: students & staff	links/ partnerships	Reputation	Ranking	Individuals' resistance	Lack of integration	Lack of agreement	Lack of culture	Limited resources	Management structure	Implementation plan
PVC1	PVC1	PV C1							PV C1	PVC1		PVC1		PVC1		PVC1						
PVC2												PVC2		PVC2		PVC2				PV C2		
PVC3	PVC3	PV C3	PV C3	PVC3									PVC3		PV C3	PVC3				PV C3		
D1				D1	D1	D1					D1					D1						
D2		D2		D2							D2	D2	D2									
D3	D3	D3		D3		D3	D3					D3	D3	D3					D3			
AL1	AL1	AL1		AL1				AL1		AL1						AL1						
AL2	AL2	AL2	AL2	AL2		AL2	AL2									AL2		AL2				AL2
AL3	AL3			AL3																		
AC1	AC1																AC1					
CA1		CA1	CA1									CA1										
HRI1		HR1		HRI1								HRI1										
IO1	IO1	IO1	IO1	IO1	IO1	IO1						IO1					IO1					
IO2	IO2		IO2								IO2					IO2						
IO3	IO3	IO3	IO3				IO3	IO3	IO3		IO3	IO3				IO3						
LB1	LB1	LB1										LB1	LB1								LB1	LB1
MCI	MCI				MC1		MCI							MCI		MCI						
SE1	SE1	SE1			SE1							SE1										
SP1	SP1				SP1								SP1	SP1						SP1	SP1	
SSI	SSI		SSI	SSI		SSI					SSI				SSI	SSI						
SUI	SUI	SUI																		SUI		SUI



Table 6.1 includes three main columns corresponding to the three main themes discussed in the previous chapter. These are: meanings of internationalisation, implications of the international strategy, and barriers to the implementation of the international strategy. Each of these, in turn, includes subthemes as emerging from the data, and as illustrated also in the previous chapter (figures 5.1, 5.3, and 5.5). Participants' name codes are colour-coded for easier reading, and the codes are inserted under the subthemes that they referred to in the interviews. An entry in a cell of this table indicates that the participant referred to the corresponding subtheme at least once during the interview. The table does not present the frequency of such references by any individual interviewee as its focus is on the distribution of comments on themes and subthemes – and, therefore, their relative significance - across the whole body of participants rather than for any individual.

As can be seen in table 6.1, the dominant view of internationalisation across the interviewees as a whole is that of having international students and staff, and so one implication of the international strategy is related to the recruitment of overseas students and staff. The data are consistent in that regard. The emphasis on this particular aspect of internationalisation is particularly evident at the central management level, together with the importance given to the university's identity, research links and partnerships, and reputation. Concern at that level is about lack of commitment and interest by individuals, and limited resources. This reflects the central management's role of steering and monitoring activities and practices, but it also implies a perception of the need to maintain a certain degree of central control.

On the other hand, at the level of services (e.g. Accommodation, Catering, Security, Support Services, and the Students' Union) participants' views indicate more concern with the detail of the day-to-day life of the university population, e.g. integration, satisfaction, and community. Respondents involved in academic activities understandably focus on research, the curriculum, and issues of academics' core mission and academic freedom.

The data, taken as a whole, reveal that although 'internationalisation' is one word used across the university, it is very much subject to the speakers' interpretations, and their views and priorities. Whatever their interpretations of it, the respondents, implicitly or explicitly, see internationalisation as something that needs to be done, or a goal that needs to be reached. The multiplicity of interpretations of internationalisation is also reflected in

the rather unsuccessful attempts in the literature to be definitive. This is perhaps due to treating internationalisation as one single 'thing', while there could be different models and aspects to it. Turner and Robson's (2008) spectrum of symbolic to transformative internationalisation provides a more dynamic approach by allowing internationalisation to be viewed on a continuum rather than on fixed predetermined criteria. As far as this study is concerned, at no point am I attempting to combine definitions of internationalisation into a grand narrative or a definitive term.

With reference to Schüller's (1995) 'sketchmap' of the dimensions to a changing university, in the literature review chapter (figure 2.8), it can be seen that the data refer to all areas on the map. There is reference to 'scale' when participants talk about increasing numbers of students and staff at the university. There is also reference, perhaps more indirectly, to 'boundaries' in relation to the international strategy where the central management is seen to exercise power and control over academics and individuals, and where individuals are seen to resist that control materialised in the international strategy. A reference is also made to 'orientation' in the sense that internationalisation is seen as a positive force and the respondents value it. Interviewees talk of, orientation, ethos or 'feel' as one aspect of internationalisation but do not provide much elaboration, merely seeing it as working intangibly but effectively in all the university's functions. As for the 'contours' dimension in Schüller's (1995) map, it can be understood in relation to the dynamics of the relationships among the previous three dimensions; scale, boundaries, and orientation with regards to internationalisation. In other words, and in relation to the data, the 'contours' would be the overall 'shape' of the institution with particular reference to views of internationalisation and the international strategy. The data suggest that the university, largely, consists of a collection of people from diverse nationalities and backgrounds. The question remains, however, whether merely being together means living in an international environment, as the case could well be that bringing people from different nationalities together might result in negative experiences and outcomes.

As for the models of internationalisation discussed in the literature review chapter, the data indicate similarities between the areas that those models cover, and the areas emphasised by participants as being important for the international strategy and internationalisation. For example, respondents describe internal and external factors affecting the implementation of the international strategy in a similar way to Keller (1983) (figure 2.1). The strategy in the interviewees' views is, like that of Keller's (1983) model, seen to be

taking the university from 'here' to 'there', where 'there' is being internationalised. Internationalisation is perceived to be epiphenomenal in relation to the mainstream life and experience of the university

From the data, there are also views of the international strategy and internationalisation as being a systematic process and a priority that is monitored by the central management. There is also reference to a more ad hoc approach being preferred by academics. Some participants implicitly indicated that internationalisation and the strategy are marginal to them, in the sense that internationalisation is already happening. These views echo Davies' (1992) model presented earlier (figure 2.2). The data also reflect van Dijk and Meijer's (1997) finding of lack of relationship between an explicit internationalisation strategy and implementation. This is evident in some participants' views of the lack of implementation plan, or reference to it in the strategy.

Internationalisation indicators referred to by the interviewees (figure 5.1) are similar to those presented by Rudzki (1995a) as the dimensions of internationalisation (figure 2.3 in the literature review chapter). The respondents, however, add to Rudzki's (1995a) model the dimensions of research, partnerships, recognition, and – although ambiguously – ethos.

Elements from Knight's (1995) cyclical model of internationalisation (figure 2.6) can also be seen in the data in the sense that the university's central management initiates and encourages discussions regarding internationalisation before centrally creating an international strategy. The steps in Knight's (1995) model do not exactly correspond to those at the university where the cycle is more fluid and the end or 'follow-up', as referred to by some participants, is not yet clear. What makes it difficult in the case of the university to clearly see the steps and the stages of the internationalisation process is the fact that the international strategy is very much centralised in an institution that is in many other ways very much 'devolved' in structure. The data also reflect the difficulty, and perhaps the impracticality, of having a single clear definition of internationalisation as Knight (1995) advocates.

The model of internationalisation that emerges from the data (figure 5.4) describes the process at the top level only, and that is also the case with the models described in the literature review chapter. It might be more realistic to have several models working

together to reflect the reality and complexity of the nature of the university. One thing that seems to be completely out of the spectrum in the models is the internationalisation of the self, the strong type of internationalisation referred to by Sanderson (2004). Expanding the models to include internationalisation of the self might be one way of releasing the tension mentioned earlier between individuals and their institutions as it would address the lack of engagement, expressed by the respondents above, between different individuals and departments of the university on the one hand, and between the individuals and departments and the central management on the other.

Views of internationalisation and the international strategy also imply views of the role(s) of higher education and of the university. If internationalisation is understood as some form of a response, the university is seen to be at the mercy of external factors and circumstances, and subject to the whims of national political and global forces. The university's identity and role are blurred.

### ***6.3 A way forward***

As mentioned earlier, internationalisation is interpreted by the interviewees in relation to indicators or dimensions including students and staff numbers, the curriculum, research links and partnerships, and recognition. It is also seen in relation to the university's orientation, outlook, feel and ethos. The first view of internationalisation can be described as statistical, numerical, or quantitative. The second view can be seen as a cultural or qualitative view. In the majority of the responses, internationalisation is quantified; numbers of students or staff, numbers of partners and so on. This approach comes from a rather 'material' macro- view of the university as a structure that contains those 'items'. On the other hand, viewing the university as a meeting point for people from diverse backgrounds and cultures leads to a more 'non-material' micro- approach to internationalisation.

Internationalisation, according to the data, is a response to internal or external factors. Unlike Knight's (1999) view of internationalisation as, not only a response, but also an agent to forces of globalisation, the data do not represent internationalisation as an agent for any kind of change. Change is thought by some respondents to be required to achieve internationalisation, but there is no reference to how or whether the university can change with internationalisation. The internationalisation referred to in the data can be described as 'aspirational' since it is about the university's aspiration to achieve a high profile, high

reputation and high ranking. It can, therefore, be said that this is a short-term internationalisation since the factors it responds to are themselves likely to change.

I would like to suggest the term 'sustainable' internationalisation, which refers to long-term internationalisation; that which is not susceptible to the influences of institutional external or internal factors. Sustainable internationalisation refers to existential internationalisation (Sanderson, 2004), or internationalisation of the self. By existential is meant: how we relate to the world, and internationalising the self means and requires understanding the self, and not only the Cultural Other (as expressed by D3 in the data).

Sanderson (2004) refers to the Cultural Other as a threat and a challenge to human 'instinctive' nature in the sense that it is different, and what is different and unknown is a cause for fear. The fear of the unknown and the Cultural Other, whether this Other is a person, an issue or an unfamiliar object (Sanderson, 2004), is one reason for lack of engagement with that Other. Therefore, breaking the barrier through the psychological wall created by the discourse of 'us' and 'them', and focusing more on areas of similarities rather than differences might be the way forward to a more constructive engagement with the Other.

According to Sanderson (2004:10), there is a huge contradiction between human beings' familiar cultural way, and "long-standing beliefs, [that] have defined and differentiated various groups of people", on the one hand, and the contemporary 'global village' which is cutting through the boundaries and re-defining differences, on the other. It is the contradiction that strengthens the notion of the Cultural Other.

Referring back to the data, international students, for example, as one indicator and dimension of internationalisation, are Cultural Others, put in a box, and labelled as groups. They are categorised according to numbers and where they come from. They are even attributed certain learning styles and needs and allocated 'special' people to aid them through their time at the university. Sustainable or existential internationalisation penetrates through this kind of one-way superficial engagement with international students as 'them' and redefines the viewpoint by which that 'group' of Others is seen. Sustainable internationalisation is about disappearing borders, at a personal level first and foremost.

Sustainable or existential internationalisation is about how members of an internationalised HEI co-create and sustain internationalisation in their ongoing day-to-day interactions, practices and meaning making. By this, it provides a framework for creating a positive international community and culture referred to in the data, in the sense that it goes beyond nationality badges and into a deeper individual dialogue with the Cultural Other.

At an institutional level, sustainable internationalisation does not mean the centralisation of the meaning of internationalisation. It acknowledges individuality of thought and interpretation, but it also generates an institution-wide environment where it is a norm to 'let go' of the long-established views and conceptions of the values created by the surroundings (Sanderson, 2004) of 'our world'. As Sanderson (2004:10) states: "From an interpretive and phenomenological point of view, 'our world' is that which we figuratively own and with which we are most intimate".

At a strategy level, sustainable internationalisation might be much harder to achieve since strategy is about activities, targets, aims and objectives codified by the central management into a brief document. However, to achieve sustainable internationalisation it is plausible and might be beneficial for the implementation of the strategy, to reconsider the discourse which includes reference to 'us' and 'them' in the document.

Sustainable internationalisation means that, as an educational institution, it is important to see beyond the present moment of who we are, think of ourselves within a historical context and national boundaries only in a way to emphasise the ever-changing nature of that context and these boundaries. When sustainable internationalisation becomes part of the university's identity, the attitude will then be: "we want people from overseas to come here because they are part of what we are".

Sustainable or existential internationalisation is not *another* type of internationalisation. All internationalisation(s) needs to be sustainable. Sustainable internationalisation needs to be added to the agenda of HEIs before it is fully embraced and felt in the 'total environment' of the university (Haigh, 2008). There will always be views against it; otherwise diversity and individuality are lost. However, what can be encouraged is generating continuous and 'deep' reflexivity and mindfulness about our own practices especially in relation to the Cultural Other.

Considering the above views and the research data, and taking into account the role of the Cultural Other, internationalisation of higher education, in its weak symbolic form can be seen as lying in between macro- globalisation forces which give rise to the Cultural Other and the 'collective' Cultural Other on the one hand, and the university's micro- international activities on the other, actively working with both. In its stronger form, internationalisation can be seen as the catalyst for counteracting the Cultural Other by working its way through the self by constant reflexivity. Figure 6.1 is an attempt to visualise these relationships.

**Figure 6.1 A view on internationalisation**

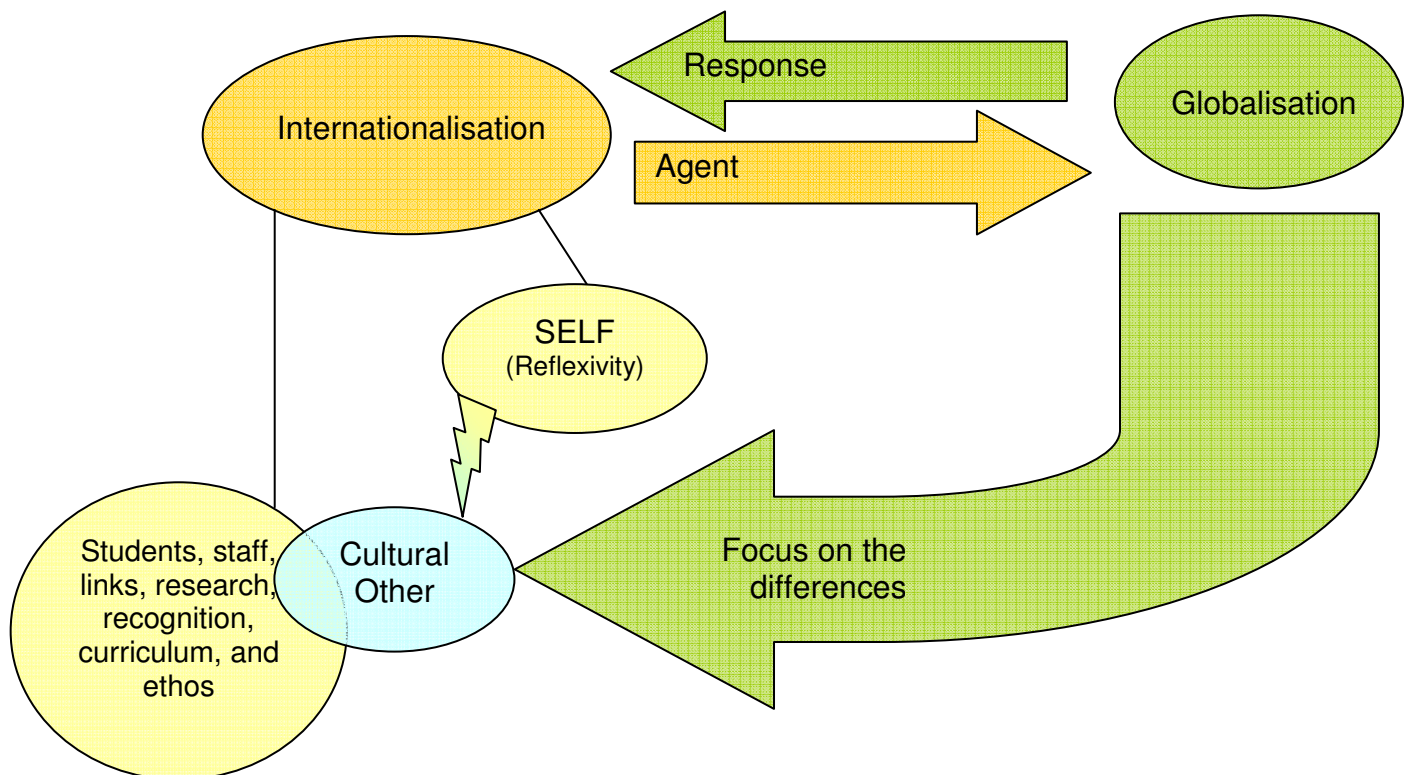


Figure 6.1 above shows the interaction between the elements discussed in this chapter. First, there is the relationship between internationalisation and globalisation, the first being an agent of and also a response to the latter. Then there is globalisation leading to the rise of the significance of the Cultural Other through focusing on the differences rather than similarities between individuals from different cultural groups. Figure 6.1 also shows internationalisation linked to its indicators of international students, international staff, international links, international research, international recognition, the international curriculum, and ethos. The notion of the Cultural Other is shown in figure 6.1 to be adjacent to these indicators which reinforce it by labelling the different groups of international students, for example, and only internationalisation of the self and reflexivity of the self is seen to build a bridge to the Cultural Other who/which is manifested in human, abstract or material aspects of the university.

## **6.4 Further research**

This study aimed at exploring the meanings of internationalisation perceived by individuals in the middle and senior management at a single UK HEI. The research is important in the sense that it utilises purely qualitative methods to investigate the perceptions, rather than the practices, of internationalisation as seen by individuals who are directly involved in the process. However, the research was limited to a single case study of a particular type of institution. With regards to internationalisation, I would anticipate a wide range of experiences and practices in other contexts that are missing from the present case study, and which would be an advantage to examine.

Acknowledging the limitations of the present study, further research is needed into the meanings of internationalisation at all levels at the university, and not only the middle and senior management level, to give a broader more inclusive picture. Research is also needed into investigating ways of integrating sustainable or existential internationalisation into the university's culture, and how this is to influence and be influenced by other aspects of the university's life and identity.

## **6.5 Reflections on research:**

Doing this research has been a very rich journey in which I have grown, not only as a researcher but also as a person. As a researcher, I have become more critical and reflexive and more aware of how to articulate my views and support them. I learned to be flexible and open-minded and not to over-predict the next steps. One thing that contributed to this was the changes in the research design and question in the different stages of my research, from developing a research question and a literature review to writing up and putting things together coherently.

On a personal level, doing this research was a great opportunity to stretch myself intellectually and know what I am capable of. I have certainly become more reflexive in my own personal life, and the theoretical issues discussed in this thesis have become part of my daily thinking and reflection on my own practices.

In retrospect, I believe there are a few areas where this study could benefit from change. First, the timeframe for designing and conducting the case study was slightly strained. Had



there been more time, during which a pilot study may have also been carried out, this could have been very useful in terms of refining the data collection plan in relation to the interview schedule, the data content, as well as data collection procedure. As far as the research design and research question are concerned, these would have developed even further to allow for focus on each of the different areas surrounding internationalisation individually; those which were laid out in this thesis rather briefly and broadly due to limited space.

The value of this thesis, however, is not undermined by the limited time and space. I believe that the lessons learned through the challenges and the opportunities that this research provided and that were also behind it constitute a strong basis to build on in future research on the internationalisation of HEIs. I think it also provides useful insights that could – and perhaps should – inform the future development and management of internationalisation activities in the specific institution in which the research was conducted.

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# Appendices

## ***Appendix 1 Core interview questions***

1. How do you understand internationalisation at this university?
2. How international is this university?
3. What are the implications of the international strategy?
  4. Why is it important?
  5. And why now?
6. What do you think are the barriers or facilitators to the implementation of the international strategy?
7. How do you see the university in 10 years time as far as internationalisation is concerned?

## ***Appendix 2 The university's international strategy***

### **University Vision Statement**

The [university] is an internationally recognised research University offering high quality teaching in an innovative learning environment and attracting eminent scholars and outstanding students from a global recruitment market.

### **University Mission Statement**

The Mission of the University is to advance knowledge through high quality research and teaching in partnership with business, the professions, the public services, the voluntary sector and other research and learning providers. The University has a distinct academic approach that emphasises the education of professional practitioners, fosters high achievement and promotes original inquiry, innovation and collaboration. The University is a centre of academic excellence, where high quality research and high quality teaching are mutually sustaining, and where the context within which knowledge is sought and applied is international as much as regional and national. The University recognises its role as a strategic partner in the [region], and therefore aspires to contribute to the region's economic growth, social development and environmental sustainability.

### **International Strategy Vision**

A world-class university, comprising an international community committed to partnerships with other world-class institutions, inside and outside academia, to produce research of global significance and value, and graduates with commitment and skills for life and work in the global community.

### **International Strategic Goals**

- Research of global significance, capable of exploitation in the knowledge society, and to the highest level of academic scholarship.
- International curricula supported by teaching and learning strategies that embrace and build on the differing prior experience of an international student body.
- Graduates and alumni who are independent, creative thinkers with problem-solving skills who can operate effectively in, and are prized by, the international jobs market.
- Become a partner of choice for internationally recognised non-UK universities, multinational businesses, non-UK governmental organisations, and international NGOs.
- Facilities and services which are supportive of a truly international community.

### **International Strategy Aims and Objectives**

#### **Aim 1:**

To embed and sustain an active international culture that fosters cultural awareness, provides opportunity for international collaboration for staff and students, and develops understanding of global issues.

1.1. To recruit, retain and support excellent staff from across the world.

1.2. To provide opportunities for academic staff to engage in research at the international level by means of research collaborations, research sabbaticals, and attendance at international conferences.

1.3. To offer opportunities for international scholars to visit the University and take part in academic activities.

1.4. To provide opportunities for all staff to engage in appropriate international collaborative activities.

1.5. To develop curriculum, modes of study and programmes taking account of the range and diversity of home and international students, and in compliance with relevant international standards.

1.6. To increase the number and proportion of international students, within the context of planned expansion and taking into account the student mix within each programme cohort, and to provide the appropriate support services.

1.7. To provide students with opportunities for language studies and for study abroad, and (where appropriate) opportunities for placements and internships as part of academic programmes, both in the UK and in other countries.

## **Aim 2:**

To raise the University's international profile and to enhance the University's international reputation as a leading research university.

2.1. To develop and maintain institutional and departmental links and long-term multistranded research, teaching and knowledge-transfer partnerships with internationally renowned research-intensive universities around the world.

2.2. To develop and maintain links and partnerships with the international business community, philanthropic organisations, and community/NGO groups.

2.3. To enhance international communications and marketing, in order to promote the attractiveness and distinctiveness of studying here, including both our academic profile and our non-academic comparative advantages, such as our World Heritage Site location

2.4. To enhance and maintain ongoing relationships with international alumni, and use these links to promote the opportunities for study at the University.

2.5. To contribute to national and international discussions shaping the HE internationalisation policy and practice agenda.

2.6. To raise the profile of the University's sports facilities, world class coaches and support services as an international centre of sporting excellence and coach education.